DOCUMENT RESUME

ED 172 098 CG 013 540

TITLE	Guidance in the High School.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
PUB DATE	78
NOTE	133p.
AVAILABLE FROM	Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn, NY 11201 ($4.00)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Articulation (Program); Career Planning; Cocounseling; College Bound Students; *College Preparation; Cooperative Education; Exceptional Child Services; *Guidance Programs; *High School Students; Occupational Aspiration; *Pupil Personnel Workers; Secondary Education; *Secondary School Counselors; Vocational Counseling
IDENTIFIERS	*New York (New York)

ABSTRACT

This bulletin, a project of the Division of Educational Planning and Support, is designed to assist the high school counselor and other members of the pupil personnel team in offering a diversified program of services to meet the needs of students in the New York City public high schools. In view of the current educational, sociological and economic trends, the emphasis of this manual is on the counselor's pivotal role in developing student decision-making abilities concerning career/college choice, personal growth and ultimate lifestyle. Omnibus counseling is a suggested model for achieving these goals. The manual also is concerned with humanistic education, drug prevention counseling, education of the handicapped, vocational-technical high school programs, and the rights and responsibilities of high school students. (Author/PJC)

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CURRICULUM BULLETIN • 1978-79 SERIES • No. 6

GUIDANCE
IN THE HIGH SCHOOL

New York City public schools should order additional copies of this publication from the Bureau of Supplies.
ISBN 88315-448-X Curriculum No. 00-3200-40

Copies of this publication may be purchased by outside agencies from: Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201. Checks should be made payable to: Auditor, Board of Education.
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Foreword

The past decade has witnessed unparalleled changes in the educational climate throughout our nation. Reflecting the social ferment and civil rights concerns of the '60's, as well as the economic retrenchment of the '70's, the role of guidance in the urban high school setting has been altered considerably.

While at one time, the high school guidance counselor's principal functions were to help students in selecting a college or suitable employment situation upon graduation and to refer students with special needs to appropriate services, today the counselor is concerned not only with these tasks, but also with a wide range of additional services to students, including humanistic education, drug prevention counseling, and comprehensive career guidance in a context free of sex-role stereotyping. As a result of the fiscal crisis of the mid '70's and its effects on the availability of counseling services, a greater proportion of the high school counselor's time is now spent in crisis counseling and in serving as a resource person to teachers. Moreover, with the advent of the 1975 legislation (Public Law 94-142) on appropriate education of the handicapped, attention to the guidance needs of students with handicapping conditions has been augmented.

This bulletin, *Guidance in the High School*, has been designed to assist the high school counselor and other members of the pupil personnel team in offering a diversified program of services to meet the burgeoning needs of students in the New York City public high schools. In view of the current educational, sociological and economic trends, the emphasis of this manual is on the counselor's pivotal role in developing student decision-making abilities concerning career/college choice, personal growth and ultimate lifestyle. Omnibus counseling is a suggested model for achieving these goals, utilizing the pupil personnel team approach. It is hoped that the bulletin will strengthen and broaden guidance practices in all New York City high schools and will serve as a blueprint for counselors in reassessing the practice of counseling in their own schools.

Arnold Webb
Executive Director

Acknowledgments

The curriculum bulletin, *Guidance in the High School*, was prepared as a project of the Division of Educational Planning and Support, Arnold Webb, Executive Director.

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chapter 1

Guidance for all students

PURPOSE OF THE BOOK

During a recent survey of guidance services in one of the New York City high schools, a mother was asked whether her child had been in the guidance office that year, and she replied, "He doesn't need guidance; he's really a very good boy." The number of parents who would make such a remark today is rapidly decreasing; guidance services are offered to every student throughout the school year. The guidance counselor, with professional training in educational and vocational guidance, assists all students who progress from grades nine through twelve in making choices during their high school career.

The guidance office is not merely a place to deal with crisis behavior. It is the one central repository in the high school to which all information relating to the student flows. The student is the focus. The adolescent's need to have someone to talk to often leads directly to the guidance office. The establishment of a congenial school atmosphere must include the guidance department and the members of the extended pupil-personnel team. These team members are the "helping" professionals within the school, and while classroom teachers are the most important persons in education, guidance counselors are critical adjuncts in helping education to take place. Guidance humanizes the school; it is the vehicle for identification and individualization of every student in the frequently large, impersonal urban high school.

Every high school in New York City today knows it is no sanctuary from the pressures prevailing in the city outside. Students in an urban setting do not always have a stable home life, adequate nourishment, a place to study, or an apperceptive base as a foundation for learning. There is much mobility and consequent turnover in student population. Minority group children for whom English is a second language have special concerns. Migrants from other states are faced with new cultural and linguistic norms. Teenagers are affected by the news of racial conflict, crime, unrest, and violence carried daily by the media into every home. Since the 1960's, events from Vietnam to Chile, from Europe to the Third World, from Selma to Boston have stirred the emotions of college-age youth; the campus revolts and "revolutions," sexual and social, involving older students have filtered down to the high school population. In addition, the very environment of the city — its distractions, temptations, opportunities for personal contacts — are often antithetical to learning. At best, such pressures may turn the weak or troubled youngster toward truancy; at the worst they may lead to total alienation.

Following are some of the special needs of students in an urban environment:

- To find their individual identities and develop the confidence to participate in activities important to them both in school and out of school

- To develop positive relations with adults in the schools and feel that they will be met with understanding
- To learn to respect differences in people with other ethnic, cultural, and religious backgrounds
- To overcome barriers to self-expression and develop confidence through improved communication skills
- To have the support and protection of the school and community in dealing with the problems of drug, alcohol, and other substance abuse
- To have places in the school or community available for privacy to daydream, plan or study
- To learn to take advantage of the vast cultural, recreational, educational, and occupational resources of New York City

In an effort to meet the needs of urban high school students, a variety of guidance services has appeared, addressed especially to the multi-problem student, who may have contact at some time or other with any or all of these pupil-personnel workers: [1]

Guidance counselor
Grade adviser
College adviser
Attendance coordinator
Lateness coordinator
Cutting coordinator
Drug education specialist
Career adviser
Peer group adviser
New York State Employment counselor
Sex education adviser
Dean (and assistants)
Medical team
Cooperative education coordinator
Special program counselor

This multiplicity of services which these workers offer, well-intentioned as it is, may defeat its own purpose. From the point of view of students, such diversity is fragmentation. They may not know with whom to discuss their problems, or they may be shunted from one adviser to another and come away with a conflicting picture of their situation. Or students may make no contact with the guidance department at all. Certainly, in the course of the year or the semester, every student should be able to answer in concrete terms the question, "How have you been helped by the guidance department?"

Who will consult this book? It is hoped that new counselors will find this publication a reference book of standard procedures used in New York City high schools. For all counselors and pupil-personnel workers, here is a single volume which will provide a consensus on guidance and counseling practice, a solid core of information otherwise scattered in separate books, pamphlets, circulars, memoranda, and minutes. High school principals may wish to consult this manual to evaluate the guidance program in their schools, perhaps to plan additions, modifications or improvements.

The product of counseling is student behavior; the goal, in our urban schools, is often behavior modification within a social context. Urban students often may be difficult to educate; even the most academically-minded and goal-oriented are not exempt from the city's pressures. The aim of guidance is, in the words of former Commissioner Nyquist, "not only to prepare students to make a living but to prepare them to live a life – a creative, self-critical, sensitive, autonomous life." [2]

BEHAVIORAL OBJECTIVES

How does a guidance program assist students during their high school years? Guidance offers all students the opportunity to:

- Develop self-esteem and grow in self-awareness
- Deal effectively with intrapersonal and interpersonal relationships
- Recognize the value of education in achieving civic competence
- Progress in planning vocational and career development
- Ease the transition from adolescence to adulthood
- Accept support when problems seem overwhelming
- Set performance objectives and hold themselves accountable for achieving them.

Developing Self-esteem and Growth in Self-awareness

The "Pygmalion effect" [3] in the classroom is another name for low expectations by teachers of their students, which become a self-fulfilling prophecy leading to failure. It is not so generally recognized that children's low self-esteem also can lead to failure and learning breakdowns. John Holt has called attention to certain fears and anxieties – largely connected with teachers' expectations – which block children's inborn ability to learn. [4] Rare is the child who has no strengths; even the endurance which children display in sitting daily in classrooms where they are out of their depth, bored, ignored, misunderstood, or physically exhausted is admirable.

Seeing themselves in as positive a light as possible often demands the help of a professional counselor. The counselor has access to the student's record from the first grade on. Through mutual examination of strong and weak subjects, attendance data, behavior ratings, extra-curricular service, and teacher comments reflected in this record, students can learn much about themselves. Closely connected with strengths are interests, and a counseling interview may elicit student interests and hobbies which can be integrated into the student's program. If no interests are apparent or expressed during the interview, an "interest inventory" (see Chapter VI) will reveal them. Self-awareness is the key to self-esteem, and the goal is to internalize behavior leading to success and encourage self-directed actions, rather than behavior motivated by fear of external punishment. Corporal punishment is, of course, outlawed in New York City, but in any case its existence in a school with a guidance program would be an anomaly. In a pluralistic society, the necessity of providing equality of educational opportunity and of extending educational opportunity to the disadvantaged is accepted without question, but it is not always realized that this means stimulating each individual's initiative and talent to the fullest extent. Every counselor will agree that the aim of guidance is to enable all students to fulfill their potential. What is not so generally obvious is that counselors help high school students to broaden their capacities to fulfill this potential. Self-awareness, self-esteem, and self-direction are the student's tools towards this end.

Dealing Effectively with Intrapersonal and Interpersonal Relationships

Children ask themselves and others, "Who am I?" Answers come from their interaction with others, especially in the school where they spend a large part of their day. A philosopher in ancient Greece once asked, "If a tree falls unseen and unheard in a forest, has the tree really fallen?" If no feedback from peers and mentors is received, can people arrive at a realistic self-image? In New York City, it is particularly important for adolescents of different racial and ethnic backgrounds to be supported in the developmental task of discovering their identity. As a recent report [5] notes, the Board of Education may fund more race relations units, teacher workshops, and race relations coordinators, but it is the students themselves who must learn to communicate. Guidance programs are using many humanistic education techniques because they realize that *effective* learning must also be *affective* learning; cognition is not enough. Many games, exercises, and other techniques have been developed to establish an atmosphere for humanistic learning, which fosters more authentic interpersonal relationships, as well as increased awareness of oneself and others. [6] In a group guidance lesson, whether it is conducted in a homeroom or subject class, the counselor can use an informal, humanistic approach. In a group counseling session, a small peer group may be encouraged to use certain exercises, some of which approximate a modified form of encounter group techniques. While the guidance counselor is neither a therapist nor a psychiatrist, counselors, teachers, and other school staff members should make use of these recent discoveries in learning theory, since they permeate all areas of curriculum as well. As the values of different cultures in space and time are taught in the social studies classroom, values clarification [7] is sometimes taught in the guidance office.

Recognizing the Value of Education in Achieving Civic Competence

It is a truism that more schooling leads to higher lifetime earnings. [8] More important, however, is the fact that there is no place at all in society today for the illiterate. In 1900, as Paul Goodman pointed out, [9] the country was practically run by "dropouts" – people with little or no formal schooling who acquired their own education through life experiences. Careers were initiated by apprenticeship: career development, by moving from job to job. In an increasingly specialized and technological society, a high school diploma is the threshhold to civic competence; the high school dropout may find himself or herself outside the economy at many stages of his or her life.

In such a situation, it is necessary more than ever for the counselor to screen pupils with special problems – the underachiever, the maladjusted, the student in need of remediation in reading or mathematics, the victim of family neglect – so that each may take advantage of the many special programs and educational options leading to a high school diploma. There are forty mini-schools organized within many of New York's one hundred high schools, most of them open to students with histories of absenteeism, truancy, cutting, and multiple failures. The small registers of these schools permit informality and individualization. Within the high school mainstream, cooperative education and college-bound groups receive special programs and counseling (see Chapter V). Federal and state funding make many tutorial and remedial programs possible. Physically, intellectually, emotionally, and neurologically handicapped youngsters may attend special classes. Alternative schools (e.g., City-As-School, Harlem Prep) and relatively unstructured adjunct programs (e.g., Executive High School Internship) help some students who are not progressing satisfactorily towards a diploma. High schools with an educational option, such as oceanography (Beach Channel) or "talent unlimited" in the performing arts (Julia Richman) may furnish the holding power needed by certain students to earn a diploma. In addition, there are schools for pregnant girls, hospitalized or institutionalized youngsters, and acting-out and aggressive students who interfere with the learning of others. To route the troubled student to the right program is one of the primary responsibilities of the guidance counselor.

Planning for Vocational and Career Development

The bureau which directs and coordinates guidance services for New York City has a double name – educational and vocational guidance. While more emphasis than formerly is given now to vocational development, vocational and educational counseling are inseparable. Advising students which courses and subjects to choose in high school is related directly to the vocation they will eventually choose. The counselor now has a wealth of material (see Chapter VI) to use in career guidance [10] – interest inventories, occupational information kits, filmstrips, cassettes, films, pamphlets, and college application forms and catalogues – because federal and state funds are being channeled into this phase of guidance. However, as Bernard Baruch once said about teaching: "Its essence consists of a bench or a log with a student at one end and a good teacher at the other." Career guidance is as good as the rapport and communication between the counselor and the student. Guidance-oriented curriculum offerings may help, however, in developing decision-making and problem-solving skills. [11] Some schools offer an orientation course stressing self-awareness and foster concepts of work and work values and goals. [12] Role playing and simulation games can help students to adjust and possibly raise their aspirations realistically in the light of their abilities. For their children, parents invariably desire a better career and lifestyle than they enjoyed, and this mostly unspoken wish is present almost palpably in the air during parent-counselor conferences. Vocational counseling is not a separate entity; it takes place during every contact with a parent or student as part of the road to self-understanding. The "one generic, marketable skill or competence" which high school students should acquire might well be the individual's capacity for learning itself. [13] Finally, the post-secondary educational facilities available in the two-year and four-year colleges of the City University to all New York City high school graduates are themselves a gigantic vocational proving ground. In many high schools, a full-time counselor is assigned as a college adviser, but every counselor should know the fundamentals of preparing college applications, entrance requirements and tests, course and degree offerings, and financial aid programs, because students in the freshman and sophomore years ask questions and make decisions in the light of their plans for higher education.

Making the Transition from Adolescence to Adulthood

School personnel frequently must deal with students' problems related to puberty and the transition from adolescence to adulthood. High school students are preoccupied with their bodies and with problems of maturation. Although teenagers in our affluent society have achieved special status with many adult privileges (e.g., drivers' licenses, charge accounts), they still face an identity crisis. The guidance counselor, if necessary, not only helps young people come to terms with their bodies and maintain viable relations with the opposite sex, but also assists adolescents to acquire a measure of emotional independence, to recognize the components of their identity derived from their parents and those which characterize them as emerging adults in their own right.

Along with these developmental tasks is the need to achieve economic independence and make the necessary educational and vocational decisions. "Because of the emphasis on rich and alternative courses, and the need for curriculum revision and innovation, there is need for both a stronger guidance capability as well as a fuller range of instructional services" [14] to help students make informed decisions.

Accepting Support When Problems Seem Overwhelming

"It is easier to give than to receive." Most, if not all, adolescents need extra support at some point in their high school career, support which, by its nature, may not be available from parents and family. It is often difficult for youngsters to accept this support. The range of supportive services is extremely wide; it may stretch from an interview about a poor report card to a psychiatric evaluation by the Bureau of Child Guidance. There are many, many degrees in between, where guidance support is offered on a daily, monthly or semester basis. To establish readiness to accept this support is one of the chief aims of the counseling interview. (See

Chapter IV.) The guidance counselor also works with teachers, administration and pupil-personnel staff to coordinate the supportive services available. (See Chapter II.) Whether students are self-referred or requested to appear, they react positively to an atmosphere of warmth, friendship and acceptance. The points at which counseling support is most often needed are school entry and school exit. Articulation procedures are the unique responsibility of the guidance department, and students who drop out of the regular day high school program receive counseling in an exit interview regarding other educational options to which they are referred immediately. Moreover, since the Bureau of Educational and Vocational Guidance maintains interest in students even after they leave high school, counselors should be familiar with programs in adult and continuing education. [15] (See Chapter V.)

Setting Performance Objectives and Holding Themselves Accountable for Achieving Them

"Performance objectives" and "accountability" are key words in the educational vocabulary of this decade. There are behavioral objectives for adults, as well as youth. Achievement is more attainable if students have a plan. Students plan each semester's program jointly with counselors or grade advisers well in advance, and then report card grades and other indicators provide periodic assessment of the success of the plan. A similar approach to personal-social problems, attendance or learning breakdown, and various types of deviant behavior also will bring some measure of success. Some classroom teachers establish "contracts" with students to master a certain amount of work within a given time; behavior "contracts" (written or stated) are used in some guidance departments and also in juvenile courts.

The overall benefit which high school students derive from guidance services is positive, self-directed behavior. Self-direction leads to self-discipline. "Sound discipline within each school is based upon creative teaching, skillful guidance, and effective supervision." [16] It is hoped that this manual of current guidance practice in the high schools will be of help to the staff in all three areas.

NOTES

1. *Patterns for High School Guidance* (New York City Board of Education: Bureau of Educational and Vocational Guidance, June 1970), p. 2.

2. Ewald B. Nyquist, quoted in *Agenda for Action: A Report of the Guidance Advisory Council*, New York, June 1972, p. 16.

3. Robert Rosenthal and Lenore Jacobson, *Pygmalion in the Classroom* (New York: Holt, Rinehart and Winston, 1968.)

4. John Holt, *How Children Fail* (New York: Pitman, 1964.)

5. Eleanor Holmes Norton, "Report on Madison High School," *New York Times*, October 22, 1974, p.1.

6. New York City Personnel and Guidance Association All-day Conference Program, March 1, 1974.

7. Sidney B. Simon, Leland W. Howe and Howard Kirschenbaum, *Values Clarification* (New York: Hart, 1972.)

8. See Christopher Jencks, et. al., *Inequality* (New York: Basic Books, 1972) for an opposite viewpoint. The authors, however, believe in school enrichment and education for fulfillment of the individual in other than economic areas.

9. *Compulsory Mis-Education* (New York: Horizon, 1964), p. 176.

10. *Career Guidance Programs in New York City High Schools* (New York City: Board of Education, Educational and Vocational Guidance, June 1974.)

11. *Deciding* (grades 7 - 9) and *Decision and Outcomes* (grades 11 - 12). Courses of study prepared by the College Entrance Examination Board.

12. Such an orientation course is given to all ninth and tenth grade students at Clara Barton High School for the Health Professions.

13. *Agenda for Action: Report of the Guidance Advisory Council* (New York City Board of Education, 1973), pp. 14-15.

14. *Requirements for the High School Diploma*, Special Circular No. 90, 1972-73, New York City Board of Education, March 8, 1973.

15. *Directory of Adult Education in New York City*, 1974-1975 (New York City: Board of Education, Bureau of Educational and Vocational Guidance.)

16. *Pupil Behavior and Discipline*, Special Circular No. 76, 1976-1977, New York City Board of Education, April 26, 1977.

chapter 2

The extended pupil personnel team

THE GUIDANCE DEPARTMENT AND HOW IT FUNCTIONS

In a certain sense, the guidance department is one of many departments in the high school where there are, for example, departments of English, social studies, mathematics, and industrial arts. In another sense, however, the guidance department is all-pervasive; every day, the members of this department are in contact with some or all of the other departments, and every day, information flows into the guidance department from the other departments and administrative offices of the school.

During the typical working day, a guidance counselor may contact one or more subject chairpersons because a short program has been advised for a school-phobic child, or because a student mistakenly has been reporting to a "modified" track class instead of the "regular" class to which he or she should have been directed. A teacher referral to the chairperson of a student whose behavior is endangering the safety of others in a shop class may bring the chairperson to the guidance office for a case conference and end in a request for a program change. A homeroom teacher asks for information about a youngster who is excessively absent; a subject teacher asks for background material on an underachiever. Chronic cases of lateness to school, absence, and nonattendance in classes are reported by coordinators to the guidance staff for individual and follow-up counseling. The principal may ask for data preliminary to a suspension. The assistant principal (administration) is contacted regarding an extended homeroom period schedule to allow for a group guidance lesson in program planning.

The New York State Employment Service (NYSES) counselor comes in to draw up a schedule for a series of talks to senior English classes on the status of the labor market and job-finding techniques. The school nurse supplies the medical history of a student whose parent has telephoned asking for home instruction. During the first few weeks of the term, the program chairperson is in constant communication with the guidance department, closing some classes, opening new ones, attempting to equalize class registers. The social worker assigned to the school by the Bureau of Child Guidance drops in at the end of the day to exchange impressions about clients with the counselors. The day is not dull.

Also, the world outside the school comes into the guidance office. Parents telephone about their children's problems; the local Rotary Club asks to send a speaker with a particularly interesting occupation; a college representative comes to recruit, or a City University of New York (CUNY) representative arrives to help students fill out their applications; a graduate student in counseling asks to serve as an intern; a group of students meets with the career adviser to leave for a visit to a hospital school of nursing; a distraught stepfather comes in to seek home placement for his stepdaughter recently bereft of her mother. Outside, waiting on the benches, is a student newly arrived in the district or in the country, asking to be admitted; a former student comes for advice on how to earn a general equivalency diploma, or where to go for delayed post-secondary education. Calls come in from other schools, requesting information about newly transferred students; calls are made to outside agencies requesting help for a student with impaired hearing or for a victim of child abuse. It sometimes seems that although the classroom is essentially the mind of the school, the guidance office is its heart.

Patterns of Organization

Of New York City's high schools, approximately seventy percent are zoned as academic-comprehensive high schools.[1] The others are either open to residents of a particular borough (e.g., Charles Evans Hughes High School in Manhattan) or specialized high schools, including vocational-technical high schools, which are unzoned (e.g., Bronx High School of Science, Food and Maritime High School in Manhattan.) In addition to the guidance counselors whose caseload is apportioned from the entire student body, there are special instructional programs in a great many high schools which require full-time counselor service such as the College-Bound Program, the College Discovery and Development Program; or a counselor's day (such as the Cooperative Education Program.) In some of these programs, the coordinator may also serve as the guidance counselor for the students involved.

Alternative educational programs, which are mainly located in buildings different from the mainstream high schools, have their own guidance counselors. Among these are:

- Special schools for the socially maladjusted and emotionally handicapped
- "900" schools for pregnant girls
- "Mini" schools (some of which are housed in a separate location within the school building)
- City-As-School

In addition, schools offering specialties, such as Clara Barton High School for the Health Professions and Beach Channel High School for oceanography, allocate career counseling time to their speciality, as do schools with special educational "options," such as Erasmus Hall and Andrew Jackson High Schools (music and art for Brooklyn and Queens, respectively), Julia Richman ("Talent Unlimited" in the performing arts), and Franklin K. Lane and Samuel J. Tilden (career education centers). The Executive High School Internship Program works through the guidance departments of the home schools, but program coordinators do college and career counseling. Guidance services for special education and pupil-personnel services offered to the physically handicapped, mentally retarded, and drug-prone are generally combined with the other responsibilities of teachers and coordinators of these health classes, CRMD (children with retarded mental development) classes or SPARK (Student Prevention of Addiction Through Rehabilitation and Knowledge) groups.

Guidance departments are organized on the "omnibus counseling"[2] model or the "grade adviser plus guidance counselor" model. The pupil-personnel team engaged in omnibus counseling may not differ from others in number and titles, but guidance procedures predicate that full-time counselors, as well as part-time teacher-advisers, serve a particular caseload in educational, career, and personal guidance. The counselors and advisers work, whenever possible, with the same students from admission to graduation. In their daily activities, they see the teachers, parents and other school or agency personnel concerned with these students. When the student is ready to leave the school, through graduation, transfer, or choice of an alternative educational option and/or a job, the counselor works with the student to arrive at the best possible individual goal plan. Paraprofessionals, such as family assistants, department secretaries, and even student aides, take part in the "whole child" approach of omnibus counseling.

In the grade adviser plus counselor model the guidance department assigns homerooms to both counselor and part-time adviser (who also teaches several classes). Grade advisers prepare student programs, usually after an interview with each student, and make changes in programs at the beginning of the term. They receive referrals from the teachers about certain students' performance and special needs, and in turn, refer students with special problems to the counselors. Their role is usually restricted to educational guidance. Counselors, on the other hand, deal with students in areas of emotional problems, truancy, non-attendance in classes, multiple failure, and deviant behavior. Such students may be self-referred or sent on by subject chairpersons, coordinators, deans, and teachers. Counselors contact parents, outside agencies, or alternative educational programs which may meet the students' special needs. They try, in the course of individual counseling, to interpret data to the students themselves, and to help them formulate feasible goals. They also conduct group counseling sessions and group guidance meetings.

The Patterns for High School Guidance project, which was set up to accomplish some of the planning suggested here, received recommendations from five New York City high schools. Recommendations included organizing homerooms on a vertical, ungraded basis, with students from freshman, sophomore, junior and senior years in the same homeroom. At one high school, for example, the official class teacher, who retains the class for four years, is given a central role; the ten teachers of the ten experimental classes (who are programmed in common for preparation and lunch periods) are the primary source of information and referral for their students, handling, for example, immediate problems in attendance and cutting, and conferring with the guidance counselor (the "House Coordinator") on longer range career and educational goals and special problems. The official teacher, the only school staff member who comes into daily contact with the students, is not a rating officer, and so it is hoped that this teacher can become an active member of the guidance team.

Schedule of Activities During the Guidance Year

In every New York City high school, the guidance department is involved in certain functions which regularly appear on the school calendar. Depending on whether the school is organized on an annual or semi-annual basis, program planning and programming must be completed once or twice a year. Students are admitted from feeder schools, from other high schools, from outside the city. Orientation of new freshmen and sophomores takes place. At the end of the school year, students register for summer school to repeat subjects they have failed, or to complete requirements for graduation. At approximately six intervals a year, after report cards are given out, counselors check for students with multiple failures and often contact their parents. There are calendar dates for the tests important to juniors and seniors – the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) and Achievement Tests of the CEEB (College Entrance Examination Board) for juniors and seniors. In all of these instances, the involvement of the guidance department is infinitely more than clerical, although, of course, there are standard procedures to be followed, which will be described in later chapters.

Briefly stated, guidance counselors use program planning as a springboard for educational and vocational guidance. Thus, there is no better occasion than the choosing of courses and subjects in high school to formulate life goals. Students are most likely to reveal problems of a more personal-social nature when discussing their programs. Learning preferences and problems which students are reluctant to voice through self-referral may surface in a program planning interview. An admissions interview with a new student will not only clarify the student's educational background, in the light of New York State diploma requirements, but also serve as a personal welcome to a new environment, drawing out feelings about changing schools (or countries), and tailoring the student's program to the student's abilities and special needs, bilingual or otherwise.

Orientation for new ninth and tenth year students may well begin in the intermediate or junior high school; indeed, many counselors visit the feeder schools to see and talk with the prospective freshmen and sophomores while planning their programs on site. The guidance staff is intimately involved with the orientation of incoming students; whatever the procedure, whether by an assembly meeting or group guidance sessions in homerooms, the rules of the school – and often the tone of the school – can be conveyed. (Most guidance departments also distribute the school handbook or guide at this time.)

Summer school registration, which is a responsibility of the guidance department in each high school, is an occasion for reconsidering the student's future course plans, in the light of marks for the current year and possible additional credits gained in summer school. It is also an opportunity to counsel students who choose not to go to summer school and to suggest alternative activities. Interpreting test results of college boards to juniors and seniors is not only necessary (even if general explanations of the scores have previously been given), but also can be supportive. After uniform school examinations and January and June Regents, there is a rush of students to see their counselors and assess the meaning of their scores. This also happens after every report card distribution, when counselors frequently arrange interviews with parents.

Every day, however, there are on-going guidance functions. Individual counseling, in a one-to-one relationship, is the basis of all counseling, although occasionally a group counseling session takes place in some part of the guidance office. A constant screening of the school population is always part of the counselors' work. Accordingly, the counselor is concerned with questions such as: Who are the underachievers? Who needs remedial work in reading or mathematics? Who are candidates for an ESL (English as a second language) class or a native language arts program? Who are excessively absent, truant, late? Who are the potential early school leavers, and who need some form of daily support? The services mentioned are available to all students; but always there are special cases, requiring individual treatment. The guidance approach in recommending services for these screened students is first to find out the why for their actions and then to recommend the best available option for their special needs.

The guidance office often is the repository of many student records and receives daily additions to these records including: the cumulative permanent record cards, the guidance folders, and confidential information forwarded from the feeder schools.

Teachers and counselors enter on these records grades and character and service ratings (on the permanent record cards), student requests for programs and courses (in the folders), appeals for help, support, righting of grievances, parents' visits, case conferences (in the anecdotal summaries). The more accurate the records, the more effective is the delivery of guidance services. Every day, one or more students apply for withdrawal from the day high school and participate with the counselor and parent in an exit interview to take stock of future goals and how to achieve them. Each counselor, in addition, is a resource person for students and faculty in one particular area — college advising (this is increasingly becoming a full-time assignment), career education advising, senior and awards advising and multi-media resource center coordination. Some counselors are detailed to the drug education program and some to special instructional programs within the school, such as the College-Bound Program. At any time during the school year, counselors make referrals to social agencies, seeking help in regard to abortion, child abuse, alcoholism, home placement, psychiatric evaluation and therapy, physical handicaps, employment, medicaid, and a host of other problems. [3]

THE PUPIL PERSONNEL TEAM

Who are the members of the pupil personnel team? Every staff member in the school is part of the pupil personnel team. The students and their parents are also members of the team. Here is a list of possible guidance contacts which a high school student may make in the course of the school year:

- Full-time guidance counselor
- Assistant principal, supervision
  Assistant principal, administration
  Assistant principal, guidance
- Attendance coordinator
- Bureau of Child Guidance social worker or psychologist
- Career adviser
- College adviser
- Cooperative education adviser
- Custodial staff member
- Dean or assistant dean
- Dietitian and lunchroom worker
- Drug education specialist
- Employment counselor (New York State Employment Service)
- Armed services adviser
- Grade adviser
- Health counselor, school nurse, or doctor
- Homeroom teacher and subject teachers
- Interns from universities or other organizations
- Lateness coordinator
- Librarian
- Paraprofessional, family assistant, or tutorial helper
- Peer-group adviser
- Principal
- Program chairperson
- Secretaries
- Security guards
- Sex education adviser
- School aide
- Special program coordinator
- Student activities coordinator
- Supervisor of guidance
- Teachers

The functions of some of these contact persons is self-evident. Less obvious, however, is the manner in which a member of the lunchroom staff, for example, or a security guard, may be able to help a student feel more comfortable in the school. A child waiting for delivery of a free lunch card, for example, may be accepted on the lunch line after the counselor has talked with the dietitian, and a student hobbling around on crutches because of a fractured leg may be helped in and out of the building by the security guard, who is, incidentally, the first person encountered by anyone entering the building. The custodial staff is usually on hand to help with scenery and lighting for the school play, and this assistance does not go unnoticed by students. Some times a bantering "give and take" between a custodian and a student in the course of clean-up time in the cafeteria blossoms into friendship.

Students will talk more freely to the school nurse or doctor about matters they might be reluctant to reveal elsewhere, and get advice which may be of immediate help. The librarian can locate the career information which was just discussed with the counselor in the guidance office. The secretary who helps a puzzled youngster fill out an application for a social security card and the school aide in the study hall who helps a sick youngster get to the infirmary are guiding students in a positive way. A close relationship may develop between students and the paraprofessionals or interns who tutor them in a subject. Less frequent are contacts with the program chairperson and assistants, but in the course of equalizing class registers or processing program changes, the program committee is often able to soften the blow for students forced to leave classes in which they feel at home for others which are unknown; much depends on the explanation regarding the necessity for the change. Finally, although contacts with the principal or supervisors of guidance are rare, they need not be negative; a suspension hearing or special high school placement also should be an educational experience.

Interrelationships Among Team Members

Naturally, no single student experiences all of these contacts. The concept of a pupil personnel team is fluid. The members are available to all students all the time, but since each student may, at some time, become a special case, the use of the team varies with the situation. Here are ten categories which call into action various members listed above who contribute to helping the student solve problems. In each area the configuration of helping services is different.

1. Discipline

The presenting problem of a student who is not conforming to the discipline of the high school may be any of these:

- "Acting-out" aggressive behavior in classroom, cafeteria, or corridors
- Refusal to follow classroom procedures in regard to:
    - Seating
    - Submitting homework
    - Working with a group
    - Being called on to speak
    - Asking for the pass to leave the room
    - Arriving in class on time
    - Presenting a neat appearance
    - Displaying suitable posture
    - Considering fellow students
    - Accepting criticism, taking advice, or following orders
- Various infractions such as:
    - Eating in class
    - Leaving the room without permission
    - Sleeping during the lesson, extreme lassitude

It can be seen at once that these infractions cover a wide range of problems; they also overlap with other categories of infractions. For example, erratic attendance, need of a job, and related problems may be the cause of a disciplinary infraction, learning breakdown, or new career choice. A great many hidden difficulties surface as discipline problems, and this category of infraction becomes a springboard for extending various guidance-related services to students.

The guidance department is not a punitive or disciplinary arm of the school administration; the guidance approach is to discover the reasons for aberrant behavior, to help youngsters share these insights, and to offer the counseling and support which will help them avoid repeating negative behavior. The "ladder of referral" for an infraction of discipline is established by the principal, as the administrative head of the school, and generally follows a line from the teacher (security guard, lunchroom worker, or teacher aide) to the assistant principal (supervision) in the subject area, and ultimately to the dean. This route is set up for the purpose of presenting a perpetrator with proof of wrongdoing, explaining the penalities for the infraction, and then imposing them. In most cases a parent is contacted, and, upon a repetition of the offense, interviewed.

When does the guidance department become involved? Involvement comes about in a number of ways. The teacher simultaneously may have made a referral to the counselor when first reporting the incident because of suspicion of underlying medical, social, or psychological problems; the assistant principal may contact the counselor to inquire if the class placement of the student is in accordance with preliminary program planning; the dean may refer a hard-core recidivist for in-depth exploration; the student may appear as a self-referral asking to discuss the problem with the counselor. Often, a parent whose child is facing punishment for a disciplinary infraction calls the counselor to ask for an interview or suggests that the counselor interview the youngster to make sure that "justice is done". These referrals furnish the motivation for constructive student-counselor contacts.

Rarely does the counselor handle a problem related to discipline without calling in other members of the school's extended pupil personnel team. Here are some examples of fairly routine efforts:

Counselor – school nurse – dietitian – drug education specialist – parent.

> Are sleeping and lassitude caused by malnutrition? Poverty at home? Interrupted sleep? Experimentation with drugs? Are chronic lateness and excessive use of the room pass caused by a medical condition? Is poor health the reason for a poor appearance?

Counselor – program chairperson – teacher – assistant principal – career adviser – Bureau of Child Guidance social worker and/or psychologist.

> Is this the wrong class for the student because the student is afraid of a classmate? Because background and past experiences point to the probability of a "personality clash" with the teacher? Is it suited to the student's ability? Interests? Overall program plan? Should the career adviser or NYSES counselor offer the student an interest inventory? Should there be a psychological evaluation and weekly appointments with the social worker? Would a rearrangement of periods help (e.g., placement in another class section with a smaller register or first class scheduled later in the day)? Does a retest in reading indicate a slower track class? Is this subject essential to achievement of the student's overall career goals, and does it complement the other subjects on the student's program? In any event, can the program chairperson and the assistant principal find room, if a change of class is recommended?

Special program coordinator – NYSES counselor – armed services adviser.

> Is the student older than his classmates? Job oriented? Discouraged by failure? Tired of the day high school routine? Would the student benefit from a work-study program, e.g., the Cooperative Education Program? Does the program coordinator find that the student meets certain diploma requirements? Would the student like to try the experience of a full-time job? Might the student, after a semester of work and some courses in summer school, decide to return to the day program the following September? Would the student prefer to take advantage of the educational opportunities in the military services, simultaneously finding a broader scope for his energies?

Dean – BCG social worker – parent – counselor – assistant principal (guidance).

> Is the student at this point unable to function in the mainstream setting? Should the student be placed in the smaller, more intimate setting of a mini-school? Or in an alternative high school with its flexible scheduling? Would a tutorial program in preparation for the General Equivalency Examination, such as the program offered on individual basis by the ASHS (Auxiliary Services for High Schools) help the student to secure a diploma sooner? Does the student need the atypical structuring of a special school for students with similar problems?

2. Attendance and Related Problems

The presenting problems in this area often overlap the boundaries of other spheres of student life, reinforcing and interacting with disciplinary infractions, learning breakdowns, and program planning. These are typical problems:

- Excessive absence and/or lateness
- A pattern of repeated lateness
- Truancy, intermittent or on-going, or other repeated absence
- Cutting one or more classes
- Forging parents' signatures on absence excuse notes or report cards
- Failing to submit written excuses for absence
- Visiting other schools during school hours
- Aberrant or symptomatic behavior after return from an absence

Although such actions may be handled, in the first instance, by the attendance coordinator, dean, or teacher, the guidance counselor is almost certain to be consulted if they are continued.

A referral to the guidance department may be the result of multiple failures on report cards, reports from teachers who have seen the student outside of class or school during school hours, or a notification from the attendance coordinator after a home visit by the Bureau of Attendance teacher assigned to the school. In some schools every case of cutting is routinely reported to the guidance counselor for diagnostic exploration with the student. Parents often call the counselor to ask whether their child is present on a certain day or due to come home at a certain hour; if the facts are at variance with the parents' understanding, an interview is arranged. Arrests for fights, disturbing the peace, and defacing transit facilities with graffiti are made known to the guidance department. Distraught parents of runaways, pregnant girls, and unmanageable children come to ask for help. Occasionally, a troubled youngster, weary of bearing a burden of guilt and fear, will come in to make excuses to the counselor or to ask for a program change which would make it easier for the student to come to school on time or to attend classes.

The pupil personnel team workers, other than attendance coordinators, who are most likely to work with the counselor in helping youngsters in the attendance area are:

- Drug education specialist; peer-group adviser (Does the youngster need drug-abuse or sex education?)
- Bureau of Child Guidance social worker; psychologist (Are deep-seated, family-related problems causing truancy? Is school phobia present?)
- Cooperative Education Program adviser; special program coordinator (Would a work-study program fit the student's needs?)
- Medical team (What real physical complaints cause absence and non-attendance, and what treatment is recommended for them?)
- NYSES counselor; armed services adviser; assistant principal (guidance) (Is the student of an age to profit from full-time work or alternative educational programs?)

The counseling interview itself is an indispensable step in helping this type of troubled student. During the counseling interview the student is heard out in an accepting and nonjudgmental atmosphere. The counselor is not a rating officer. The counselor's job is to listen. Listening (sometimes with the "third ear") may uncover the clues to the student's behavior. In counseling, services are open to all, and each student is a special case. Asking key questions, in the presence of the parent if need be, may help to resolve the difficulty. What does the record show about attendance? About grades? How many credits have been earned? How many are still needed for graduation? What does the student want to do after high school? How will the student meet this goal? Unasked questions are sometimes answered indirectly. Are his parents disappointed in the student? Does the student think he or she can meet their expectations? Is the student's brother or sister doing better? Does the student feel partly to blame for parents' quarrels? For their divorce? Talking about problems on several levels with the counselor, social worker, nurse, or adviser may provide the catharsis which breaks the chains of habit.

3. Program Planning and Program Changes

At the beginning of every term, guidance counselors are inundated with statements and questions like these:

- "This course is too difficult (easy)."
- "I can't come to school on late session."
- "This teacher can't teach."
- "I don't get along with this teacher."
- "This class isn't serious."
- "Why do I need this course?"
- "I don't know what I want to be; I changed my mind about being a typist (auto mechanic, chemical engineer)."
- "I had this math course before."
- "Why didn't I get the subjects I asked for on my high school application?"
- "Will these subjects get me into college?"
- "I want to join the College-Bound Program (Cooperative Education Program)."
- "This class is too crowded."
- "I want a different lunch period — when my friends eat lunch."
- "I don't want a lunch period."
- "Why must I have a study period?"
- "My friend's program ends earlier than mine."

Requests for appointments to discuss these statements and questions with counselors pile up. Holding interviews of this sort becomes the primary business of the guidance department for a time. In some high schools, a program change day is set aside for pupils and counselors to take up these complaints and try to resolve them. It is obvious that all complaints cannot be taken at face value; they are often symptomatic of other problems and offer a splendid opportunity for deeper educational and vocational counseling. At any rate, in the area of programming, the first direct contact is made with the counselor, because students know they will be listened to, and because they have traveled the same route when their programs were planned during the previous term.

Since so much planning is invested in preparing every student's program, high school administrators hope for few or no program changes at the beginning of the term (except for correction of mechanical and transcription errors). In responding to student queries regarding programming, the counselor's first step is to establish the facts, which requires the counselor to do "homework." "Let's look at the record": Is the student programmed for a mathematics course already passed in junior high school? Or was the previous mathematics course prealgebra instead of algebra? Is this course too difficult for a person whose score was well above average on a standardized test last year? Doesn't the high school application state the student's desire to study a foreign language? How does this course help fulfill requirements for a diploma? Why does the State Board of Regents consider this a requirement? Does the student really need placement in the College-Bound Program (which offers extra help to students who have not yet achieved their potential), or can the student make it on his own? Would tutoring help the student? Why must the school have staggered lunch periods? If this course is needed, why not shift the emphasis to student performance?

This sort of interview takes the counselee a long way on the road to self-understanding. By gaining insight into the need for rules the counselee learns something more about living in society and strengthens the mechanisms of inner discipline. When the counselee recognizes that he or she may have special vocational or personal-social problems, the counselee exercises the decision-making and goal-setting abilities which are the behavioral objectives of guidance.

In many cases, both counselor and student may see the need for a further referral, and this is a good time to make the referral. Paraprofessionals or interns may be available for tutoring; the career adviser (resource person, career education center staff, or librarian) may have other information, the aptitude test battery, or the contacts for a particular type of job. The college adviser (or other resource person) will explain different requirements for post-secondary education. Perhaps a retest in reading can be given by the English department, or by the counselor in the guidance office. If the situation in more than one class seems intolerable, perhaps a preliminary appointment with the social worker will help to ease it.

In those few cases where the counselor does recommend a program change because poor judgment has, in fact, been exercised (no program planning system is perfect), because retesting the student gives different results, or because a genuine personality clash exists in a classroom, careful consultation is obligatory before the change is made. Programming (of both teachers and students) is central to the administration and organization of the school, as well as to guidance functions. The program chairperson, the teachers involved (in both the old and new class), and the assistant principal in the department need to check to see if a place in another class is available, if class registers are not too unbalanced, and if department guidelines for the new class are met by the student. Counselors themselves do not lightly recommend program changes, even for guidance reasons, because they do not wish to open a Pandora's box from which hundreds of similar requests will issue. A follow-up interview with the student after a short time is useful in assessing whether the change achieved its purpose.

4. Job Placement

It is safe to say that many teenagers in high school either have part-time jobs or want part-time jobs. In some cases, they really want a full-time job. A large number of students in every counselor's caseload will ask for an appointment for the specific purpose of discussing job placement and job-related problems, or they will mention these in the course of a counseling interview. It is one of the developmental tasks of adolescence to strive for economic independence, and the increased emotional independence and self-esteem a job will bring.

The counselor's attention may be called to job placement in the course of dealing with overlapping problems in discipline, attendance, or programming. It is always in order to hear from the boy or girl why there is a need for a job; the reason may, for example, shed light on a family situation, otherwise unrevealed, such as extreme poverty. Student self-assessment regarding health and school grades is needed at this point. Youths need help with priorities during the high school years. The tendency of youths to do too much, to branch out in many directions, to spread themselves too thin in an effort to expend new energy drives may result in anxiety and school failure. The heady experience of working and having money may lead to testing the limits of authority and endurance. There are students who try to crowd a full school day and eight or more hours of work into twenty-four hours. They are moved to telescope burgeoning life experiences into the high school years, and in their rush to meet life they may run head-on into damage to their health or education. Sometimes, too, an employer may exploit the young worker. Counselors, therefore, should make sure that student workers are informed of the law.[4]

If a job is available and desirable, the NYSES counselor is on the scene. This counselor represents a branch of the New York State Employment Service within the high school itself. The NYSES Counselor offers the student applicant a number of services – aptitude testing, information about the job market, job requirements, and salaries. Students who are sixteen or older are sent out to employers who have listed openings. Tips are given on how to fill out an application and how to appear to best advantage in a job interview. (The NYSES counselor also gives group guidance lessons incorporating such tips.) Books and pamphlets in the NYSES office may be borrowed or taken, and the job counselor can consult the DOT *(Dictionary of Occupational Titles)* and the OOH *(Occupational Outlook Handbook)* and offer job suggestions which applicants might not otherwise think of as related to their interests. Counselors also send students leaving school for work to the NYSES counselor, as a matter of routine. The armed services adviser (or resource person) also may suggest that the job-seeker take the ASVAB (Armed Services Vocational Aptitude Battery), an aptitude test, which is given periodically at designated locations. Military service, in the new volunteer army, pays salaries comparable to those in the private sector. Both boys and girls may be interested in the educational opportunities for the high school diploma and post-secondary education offered by the armed services. Representatives of the army, air force, and marines sometimes ask to address assemblies or smaller groups in the schools, and they make a particular point of publicizing opportunities for women – from army nurse to officer. For certain students, the best arrangement, however, may still be some kind of work-study program.

5. Special Programs

A student may enter a special program in high school, such as College-Bound or College Discovery and Development, through selection by the feeder school; some changes take place later, but not many. Report card grades, parents' requests ("I don't think my child can complete an academic, college-preparatory course of study without extra support. How can my child obtain this support?" I want him (her) to be a doctor or engineer and he (she) wants it too. What help is available?"), and self-referrals by students may initiate these changes. Recruitment for the Cooperative Education Program is also carried on by the coordinators and potential candidates, who have heard a talk about the program in an English class, often come to ask the counselor questions. Counselor recommendations to the coordinators to interview particular pupils may be made as a result of problems in discipline, attendance, programming, or because the student is seeking employment.

The counselor should be familiar with local school programs since not every high school has all programs. Each has its own requirements. The Cooperative Education Program, for example, cannot take students under sixteen, the minimum legal age for obtaining working papers (employment certificates). Cooperative Education students remain in school longer than usual during the weeks when they are not working, and they have a block program to enable them to graduate with their class. When a counselor recommends placement to a student or coordinator, the counselor should have consulted the records to guage probability of success, and also should have contacted the parent, if consent is required.

When a student is accepted in a special program, the coordinator undertakes full responsibility for the student's progress and it is important that accurate records are sent on to facilitate effective guidance within the program. Placement in mini-schools or other schools also is done carefully, and a licensed, full-time guidance counselor is generally assigned to such a group.

6. Special Needs

Each child is unique, and in a sense, each client of a guidance counselor has special needs. Since every job has its parameters, the guidance department is primarily familiar with the resources in special education listed by the Board of Education, as follows:

- "400" schools in hospitals and institutions for students undergoing serious, often lengthy illnesses
- "Special" schools for the emotionally handicapped
- "900" schools for pregnant girls
- Schools for the deaf and hearing-impaired
- CRMD (Children with Retarded Mental Development) classes and OTC (Occupational Training Centers) for the retarded
- Classes for physically handicapped, multiply handicapped and blind
- SPARK (Student Prevention of Addiction Through Rehabilitation and Knowledge) program in drug-abuse prevention and education

- Bureau for Speech Improvement services to CRMD and brain-injured children
- Clinical services of the Bureau of Child Guidance Health services and home instruction
- High School Placement Office for returnees to day high schools

In addition, every high school now offers remedial and bilingual classes for eligible students.

A large number of pupils with special needs may have been receiving help before reaching high school, but screening at the high school level still uncovers visual and hearing impairment, mental retardation, drug abuse, as well as cyesis. Screening is an ongoing function of guidance, and in the course of screening for any purpose, students with special needs will stand out. In arranging for the student to take advantage of whatever services are available within and outside the school (see Chapter VII), the counselor almost always sees the parent as well as the pupil.

For the most part, if a referral or special placement must be made, the guidance counselor should consult the guidelines and procedures of the bureau or office involved. The assistant principal (guidance) and in some cases the principal are consulted before a transfer; the administration and guidance department of any receiving school is also contacted. Within the school, pupil personnel workers who work with the counselor are the attendance teachers, the social worker, the psychologist, and peer group leaders. Placement of handicapped pupils is made through the appropriate Committee on the Handicapped. (See Chapter VII.) If a change of lunch or health education period can facilitate supportive service for the student, the program chairperson is contacted.

7. Early School Leavers

A student who is experiencing problems in areas one through six may feel that leaving school is the answer and may tell the counselor this. Truants, non-achievers, denizens of the deans' office may feel they can leave their troubles, as well as the school, behind them by dropping out. The dropout rate in poverty areas is particularly high. In families where one or more members have left before graduating, the pressures to leave are especially strong. A more current problem, however, is that of families whose children's education is interrupted by visits to the home country or periodic changes of domicile. Sometimes there is a painful generation gap between parents who have been unable to adjust to the new country and children who are Americanized — an old story in the United States. For all these reasons there are as many students who do not come to the counselor as those who do; the inarticulate ones may just continue to show increased maladjustment until failure forces them to leave school.

It is incumbent upon the counselor therefore, to recognize whether leaving the day high school is in the best interest of the student and whether or not there is a *bona fide* desire to leave. Very often, students use the plea or threat to leave as a conversational gambit to invite further counseling or as a call for help. Unless there is a strong case for early school leaving, accompanied by parental consent and some kind of plan for work and ongoing education, counselors try to increase the school's holding power through one or more of the measure noted here:

- Establishing careful orientation procedures for incoming students
- Arranging part-time job placement
- Making tutoring available
- Planning for special electives to fit new student interests and needs
- Recommending work-study or other programs
- Arranging interviews with the college adviser (or resource person)
- Suggesting a physical checkup and/or medical treatment
- Arranging small-group counseling sessions for absentees, latecomers, underachievers
- Establishing larger group guidance sessions in educational and career guidance
- Permitting students to attend evening high school in senior year in order to graduate
- Offering students daily or weekly moral support (e.g., via a work-study card) and/or referral to the BCG (Bureau of Child Guidance) social worker

It can be seen from this list that a team effort of pupil personnel workers will be needed to keep potential early school leavers from leaving and to increase the school's holding power.

8. Post-secondary Education

Since an average academic-comprehensive high school may see about 80% (sometimes 90% to 97%) of its graduates go on to further education, it is clear that college guidance cannot be left only to the college adviser who deals with juniors and seniors, but must be part of ninth and tenth year counseling as well. Every counselor knows that factors such as freer access, college-bound and college-discovery programs, publicity in the media, and general upward mobility in society, particularly prevalent in minority-group aspirations, operate to extend education into the post-secondary years. It is not uncommon for early school leavers to aver, as they leave, that they plan to gain a diploma by alternative educational means and then go on to college. Also, the conventional image of higher education – of a four-year course leading to a bachelor's degree – has been modified. There are many more options for the college student: Associate in Arts (AA) degrees, independent study, community service, nontraditional electives and specialization, field work, educational and vocational counseling, fluid scheduling, re-entry options, remedial work. There is no stigma attached to taking five years or longer to earn a degree, and one or more years of college which do not end in graduation are still a valuable learning and career experience.

Some typical guidance functions in relation to college advising are:

- Interpreting test results – PSAT/NMSQT/SAT
- Preparing applications for admission and financial aid
- Providing information on scholarships and financial aid
- Furnishing updated career information relating to professional and upper-level jobs
- Arranging and publicizing visits by college representatives, visits to college "open house" meetings, campus tours
- Disseminating information regularly through publications, bulletin boards
- Serving as a resource center for college catalogues and literature
- Surveying the senior class after college acceptances are completed
- Bringing all student records up to date before graduation

The warmth and encouragement, moreover, which all counselors contribute to raising children's aspirations are also a part of college guidance.

The team members who are most involved with the college adviser are the:

- *Librarian* – who has copies of all college catalogues and career information.
- *Armed services adviser* – who is equipped with data on the military academies.
- *NYSES counselor* – who will brief the student on which jobs require some college study or a degree.

9. School Administration

The principal is the chief administrative officer of the school, and the principal's consent is needed to initiate new guidance procedures. In addition to the assistant principal (guidance), there are several staff members with whom the counselor works very closely:

- *Assistant principal (administration):* who confers with the guidance department when drawing up the term calendar in regard to time allotments for assemblies, group guidance lessons in homeroom, report cards, program options.
- *Assistant principal (supervision):* who is in contact with the guidance department regarding departmental electives, prerequisities, course guidelines for marks.
- *Deans and attendance office coordinators:* who keep their own student records available to counselors for case conferences, parent interviews. It is expected that such records will be returned as received and confidentiality maintained when necessary.

10. Meetings

Counselors counstantly meet with adults, as well as children. Indeed, they meet with both to be of help to the latter. Meetings are informal as well as formal. Informal meetings – in the corridors or the cafeteria, while passing through an office on an errand – are often extremely revealing and fruitful. An encounter with the nurse or health counselor, immediately after a student states as a reason for absence, for example, that he has tuberculosis, will result in checking this statement, either to establish or to verify treatment. The lateness coordinator may remark that a student's lateness to school is caused by baby-sitting responsibilties imposed on him or her. The drug education specialist mentions that a certain student is seen on a regular basis. The social worker comes down at the end of the day to share information about special hardships encountered by a student, which could be eased by a program adjustment. A word to the NYSES counselor about the newly discovered talent or skill of a pupil will be noted on the employment file card; students, in the course of talking with their counselor, often reveal that they draw or paint, or fix bicycles in the neighborhood, or reupholster furniture at home. Always, there are teachers who speak to counselors in the hallway because a classroom incident has just happened and they have a need to talk about it even before a written request for counseling the student is made.

A formal arrangement for contacting the teaching staff is to issue a monthly or bi-weekly newsletter, which notes current items relating to guidance successes, innovations, activities. (Many faculty members are not aware of the work of the guidance department in their own school.) Teachers and subject chairpersons may be invited to attend monthly departmental guidance meetings when the agenda touches upon their functions; such an agenda might include streamlining endterm procedures, determining what to do for a youngster who has lost his report card, or discussing effects of the new single diploma requirements. At cabinet meetings, of course, the assistant principal in guidance, together with the other assistant principals, discusses new course offerings, tracking, advanced placement, and other topics. A case conference on a particular student may involve deans, attendance office coordinators, teachers. Articulation meetings with feeder schools, whether held in the high school or intermediate school, are of interest to subject chairpersons and the program chairperson. At professional meetings called by the supervisor of guidance, counselors meet and exchange information with their colleagues from other high schools in the borough.

Beyond Crisis Counseling

What is crisis counseling: An ounce of prevention is worth a pound of cure in the guidance office. Every student referred because of a psychotic incident, an acting-out explosion in the classroom, or some other learning breakdown, has exhibited warning signs long before, which an alert observer could have picked up. As in medicine and therapy, guidance services are more effective during the early stages of a behavior syndrome. To a lesser degree, children who are told, "If you don't do your homework (or behave yourself, or improve your grades)" tend to bring a crisis atmosphere with them when they do see the counselor because they feel threatened. Punishment is not part of good guidance. While a desperate parent telephoning for an interview or a desperate child demanding help, must receive immediate attention, it is also true that guidance services can head off many of these crises before they occur. It is not necessary for a student to reach an absolute impasse in school in order to request and receive help. The fact that crisis counseling still prevails is a result of extremely large counselor caseloads; the counselor who is asked to service over 1,000 pupils is able to service none on any continuing and preventive basis.

The Guidance Approach

The aim of proper guidance during the high school years is self-discipline and this may well be the approach of every pupil personnel worker in the schools. Just as counselors try to achieve behavioral objectives by bringing into the open the facts which will lead to insight, by setting limits and defining consequences in a nonjudgmental atmosphere, and by making use of skilled professional training while listening to the various aspects of a problem, so, in the context of their functions, can all team workers do the same, from deans to coordinators. Other methods — punitive, judgmental, vengeful, and otherwise pejorative — have proved self-defeating. They result in high rates of recidivism and end in perpetuating the ills they are trying to combat. As violence spawns violence, and youngsters reenact the traumas they have undergone, a positive guidance approach throughout the school may well be the only way to establish an atmosphere where learning can take place.

NOTES

1. *Directory of the Public High Schools, New York City, 1977-1978* (New York City Board of Education: Bureau of Educational and Vocational Guidance), p. 3. Zoned means that a school has boundaries within which a student must live if he wants to attend the school.

2. For descriptions of "omnibus counseling" at High School of Fashion Industries and Samuel J. Tilden High School, see *Patterns for High School Guidance, op. cit.*, pp. 107-114.

3. See *How to Secure Help for Those Who Need It*, a pamphlet distributed by the Community Council of Greater New York, 225 Park Avenue South, New York 10003, for a partial listing of agencies, with addresses and telephone numbers.

4. See *Teenagers Under 18*, New York State Department of Labor Publication, May 1971.

chapter 3

Articulation and orientation from middle school to college

FROM MIDDLE SCHOOL TO HIGH SCHOOL

The rites of passage from middle schools – public, private or parochial elementary; intermediate; or junior high schools – to senior high schools are difficult because they mean a change of status from senior student in one institution to beginning student in another. In addition, they coincide with the onset of puberty, and the physical and emotional problems of early adolescence. It is especially important, therefore, for guidance counselors to be familiar with admissions procedures,[1] to ascertain that entering students are in the right school and properly programmed, and to be able to answer the questions which such students raise often out of a sense of insecurity.

High School Applications

The most important source of information for the high school guidance counselor working with ninth and tenth graders is the form entitled "Application for Admission to High School." There are two varieties of this form: a white sheet for students in grade eight and a yellow sheet for pupils in grade nine. Also, certain specialized schools (High School of Music and Art, High School of Performing Arts) use applications of their own.

The three science high schools (Stuyvesant, Brooklyn Technical, and Bronx High School of Science) administer entrance examinations and call for individual applications only after notice of acceptance is sent to each qualifying pupil, to obviate the burden of unnecessary clerical work. Stuyvesant High School, for example, accepts about 2,000 out of 8,000 applicants who take the entrance examination. Only 850 to 1,000 students are actually admitted, since many students accepted decide to attend other high schools. The Division of High Schools asks that a uniform transmittal form, entitled "Transmittal Form for Applications to High School" be prepared by the feeder schools for all high schools and courses except zoned for academic - comprehensive high schools. See "Calendar" of current edition of *Directory of the Public High Schools* for list of all screened courses, including educational options, for which transmittal forms must be prepared. These forms are lists of applicants for any school or course requiring some screening procedure. Transmittal forms accompany high school applications, except in the aforementioned case of Bronx High School of Science, Brooklyn Technical High School, and Stuyvesant High School, to which only the transmittal form is sent. As previously noted, applications are forwarded to these schools when the feeder schools are notified of student acceptance. Since entrance examinations are given in December or January, the final date for filing applications is usually the end of November or beginning of December.

In addition, "The Pre-High School Medical Examination Form" must be submitted by all eighth or ninth graders newly admitted to high school, because at this stage in the school career a medical examination, plus a booster for diphtheria-tetanus and a skin test for tuberculosis are required.

Because of budgetary cutbacks, there are no school physicians available to provide pre-high school physical examinations. Therefore pupils should be advised to take the pre-high school medical form to their private physician, Child Health Assurance Program provider (if eligible for Medicaid), or to any other medical facility which provides such services.

This form may be obtained at the intermediate or junior high school. It is suggested that the school obtain a sufficient quantity of such forms so that each pupil receives one when he or she fills out the high school application. (Only one Medical Form should be filled out, regardless of how many schools the student applies to.)

The Pre-High School form must be returned by the student to the counselor usually before April 15, so that the counselor may transmit all such forms to the school health team for review and possible follow-up. The school health team will notify the counselor of any unusual findings which may affect high school placement. [2]

The high school counselor is aware that eighth and ninth grade graduating students in middle schools begin to confer with their guidance counselors early in the year in regard to choice of high school, tentative career goal, choice of elective courses, and choice of foreign language. After the pupil and parent sign the application to approve these choices, the lower half of the form is filled in by the counselor in the feeder school. When applications arrive at the high school, they are gathered in folders in numbers representing viable class size, and pupils are then programmed by the high school staff on the basis of the marks (usually from the spring semester's work, but more often from mid-year records), choices, preferences, test data, and confidential notations. Changes may be made late in June, when transmittal cards, indicating changes of marks from "pass" to "fail" or vice versa (as well as Regents examination marks, when available) are sent to the high school. Applications of students who could not be placed in a vocational high school also arrive in April or later, and programs are made out for such latecomers. At this time, applications are sorted into new official classes or homerooms for September, and each pupil is given a homeroom section.

In the vocational high schools, for nonexamination courses, the procedure varies somewhat, in that students accepted in each discipline register personally at the high school in May. The small-group meetings held at this time offer an excellent opportunity for orientation procedures. [3] Programming, however, is done by the staff, based on the information on the application and on transmittal cards, just as in academic-comprehensive high schools.

There are, therefore, four application periods for students applying to high schools:

1. Ending in November or December for schools with entrance examinations
2. Ending in December for educational options
3. Ending in early March for vocational high schools, nonexamination courses
4. Ending in late April or Early May for other (zoned) high schools.

It is extremely important that the information on these applications be accurate because it not only determines the program incoming students receive, but also helps to ease the transition from middle school to high school. Students thus feel that attention is paid to their preferences, interests, and expressed desires.

Here are some areas in which high school guidance counselors often encounter problems, omissions, inaccuracies, and inadequacies: [4]

- *Career goal:* intention to go on to college or employment should be indicated here.
- *Choice of elective courses:* should be in order of preference.
- *Foreign Language:* distinguish between "continue" and "begin" study of a language; write "none" if name of language does not appear; name the language and specify which level.
- *Test data:* an average score is of less value than component scores.
- *Subjects:*

  Mathematics: indicate clearly whether pre-algebra, two-term algebra, three-term algebra.

Special Admissions to High School

1. Students from a Foreign Country

The Division of High Schools issues a special I-20 form, assigning foreign students between the ages of fourteen and seventeen who are possessors of a student visa or visitor's visa to a high school. (Students over seventeen may get this form only to register in a private school.) Students who are permanent immigrants or refugees from Iron Curtain countries can show a residence card and do not need to be assigned. [5] Immigration authorities require an annual renewal of such visas, and for this the school must attest to satisfactory attendance and effort.

When students with a permanent residence card or an I-20 form present themselves for admission, accompanied by parent or guardian, it is possible that neither is able to speak or understand English. They should, however, have records of previous education, or should be instructed (with the aid of a translator) to send for them and bring them in. Class placement in each subject area should be undertaken in consultation with the assistant principal (supervision) in charge of the respective discipline. It is assumed, unless there is evidence otherwise, that newcomers started school at six years of age and attended every year thereafter, and so they are placed in the grade level corresponding to their age. If the students' native language is taught in the high school, it is quite appropriate to place them ahead of their grade level in the foreign language, provided they are given the opportunity to take the three-year and four-year Regents examinations and to earn Regents credit. In science and mathematics, above grade-level placement is often advised after the student consults the subject chairperson. In general, the counselor philosophy should give credit whenever the students' records or skills conform to the school's course of study, and should follow the progress of these students closely in order to upgrade their initial class placement as they progress in English.

2. Admissions Arranged Through Office of High School Placement

A pupil's request for transfer is part of the total guidance picture for that individual, and the guidance counselors who staff the Office of High School Placement consider it in that light.

a. Inter-High School Transfers

Within the transfer period set by the Division of High Schools, students may apply for an Inter-High School Transfer (Form VI) on grounds such as change of residence, travel hardship, guidance and/or educational reasons. The counselor should explore with the student the reasons for the transfer request, review the educational record with the student, and ascertain if the request is legitimate and realistic. It is the cooperative responsibility of the family and appropriate school official to determine the suitability of initiating such requests on personal, legal, and/or educational bases. Frequently, requests for transfer as an easy solution to a series of problems, may seem the way out of their troubles to non-achieving or school-phobic children, and a counseling interview at this point may open up new insights. In such cases, Form VI as an informational tool is an important source of background data for the counselor in the receiving school, because it includes a record of subjects and marks beginning with the ninth year, the reasons for the transfer request, conduct ratings, and notations about physical disabilities. It is always useful to review this background information before an initial interview with a new transfer student, especially if the records from the previous school have not yet arrived.

After the termination of the transfer period (cut-off date), a request will be considered only if travel to the school takes more than one hour each way.

b. High School Variances

The requirements covering admission to Educational Options schools throughout the city and to about two dozen specialized high schools and courses requiring special examination procedures are described in detail in the *Directory of the Public High Schools*. Most children may expect to attend their zoned academic-comprehensive high school. In special circumstances of severe personal and/or educational hardship, permission to attend another high school may be considered. Such requests must be accompanied by relevant documents, reports, and school materials. Specific details concerning requests for variances may, if necessary, be obtained from the guidance staff of the sending school.

The Office of High School Placement also serves, on an individual basis, high school youth who have special placement needs and concerns. Some of these are students returning from special schools and institutions, from hospitals, and from programs such as the program for the emotionally handicapped, those who have dropped out and wish to return to school, those returning from the armed forces (with an honorable discharge), from cyesis, from narcotics abuse programs, and other special cases.

Admission to Special Programs

1. College-Bound

This program is funded under Title I, Elementary and Secondary School Act (ESEA) and serves approximately 7,400 pupils in twenty-three New York City high schools. Students are selected for the program in the spring by the staff of the high school they will be entering in the fall. The pupils chosen for the College-Bound Program are below grade level in reading. Careful attention is paid to the recommendations of counselors and teachers in the feeding schools. Community groups, civic organizations, and interested individuals also may make recommendations. In addition to the Title I qualifications, pupils selected by the program have shown evidence of willingness to work and a desire to succeed.

2. College Discovery and Development

There are five high schools (one in each borough) [6] which admit students to this program; a long application form is required, and applicants must live in a poverty area, or a housing project, or show very low income (or all three). Two years retardation in both reading and arithmetic is usual. Recommendations by guidance counselors in the feeder schools should show some evidence of interest in going to college. Title I funds also permit students in need of bilingual instruction to enter this program, which offers a saturation of guidance and remedial instructional services during the tenth, eleventh, and twelfth years. (See Chapter V.)

3. Shared Instruction Services (See Chapter IV.)

4. After-School Occupational Skills Program (See Chapter IV.)

5. Thirteenth Year Program (See Chapter IV.)

Programming Incoming Students

The responsibility for providing each new student with a program tailored to meet individual needs rests squarely with the high school guidance counselor. The principal tool is the high school application. Some high schools send counselors directly to the feeder schools to fill out programs on a particular day for expected arrivals. The advantage of this procedure is that students may be interviewed on the spot when doubts arise about the correct program. If, for example, standard test scores are very high, but there is no choice of academic course or electives on the application, there may have been an error or an oversight. Other questions which may be asked of students directly are:

- What subjects do you find easy?
- Are you interested in taking a rapid or slower course in mathematics (or language)?
- What area of concentration would you like to pursue for three years?

Interviews based on these questions obviate many later complaints and inquiries.

The counselor looks for additional sources of information on the application, other than standard test scores in reading and arithmetic. [7] Some of these are:

- Age
- Number of days absent and late (usually up to mid-year)
- Subjects taken and marks earned
- Notes from parents requesting a particular course or elective
- Name and level of language and type of mathematics studied
- Skill in music and art
- Retention in grade
- Counselors' recommendations regarding non-English speaking class
- Remedial class
- Notations and additional comments, e.g., regarding health, by counselor (sometimes on reverse side of application)

Sometimes health education department chairpersons visit feeder schools to recruit students who are interested in joining a team. It is further recommended that regarding special cases, the feeder school guidance counselor call the receiving school counselor.

One of the most important factors in the student's educational experience is the program, and every program is individual. Everything about the program has a deep impact on its recipient because it determines where, when, and how the student spends the school day. The scheduling itself – over which the counselor has no control – is significant; and when there is discontent with it, the counselor is the first to be informed. For example, there may be too many study periods, or two consecutive study periods, or rooms so widely separated as to necessitate going up and down several flights of stairs daily. In schools with end-to-end or overlapping sessions, lower class students are often scheduled for late session. Students medically excused from physical education may not need a lunch period. Medical doctors may request special lunch periods for some students. Most of the requests for changes of program (see Chapter II) with which counselors are confronted at the beginning of each term come from new students, who do not know the rationale for many facets of high school organization.

Nevertheless, there are certain general guidelines used in programming incoming ninth and tenth-year classes. These relate to the following areas:

- *Class assignments:* criteria for honors classes and "modified", "power" or remedial classes are mainly reading grade and midyear marks, but some schools submit "class profile" sheets, especially in languages and mathematics, containing teacher recommendations on whether it is wise for the student to continue, to repeat, to enter an honors class, (additional suggestions follow).
- *Diploma requirements:* These call for two years each of mathematics and science; there are many combinations of pre-algebra, two and three-term algebra, business mathematics, bookkeeping, and others which can fulfill this requirement.
- *Electives:* may be suggested by student's special skills in music or art, high marks in exploratory shop courses, choice of a commercial course of study, or desire to start a language or begin the study of a language other than that taken in the middle school.
- *Non-English-speaking students:* All students for whom English is not the native language must have the language noted on the record card. All Spanish-surnamed students must take the Language Assessment Battery (English form). Students who score at or below the 20th percentile are to take the Spanish version of the LAB. The two scores are compared, and if the Spanish score is higher the student is entitled to a Consent Decree (bilingual) program. (See Special Circular No. 11, 1975-76.)

  Students whose native language is other than Spanish or English take the LAB (English form) if they have difficulty functioning in English or have no recorded standardized reading test grade. Scores at or below the 20th percentile entitle these students to bilingual instruction under the Lau program. (See Special Circular No. 69, 1977-78.)

  Under both programs a parent may specifically request by filing a written form, that a student not be entered in a bilingual program.

  On the lists of students transferring to senior high schools, a "CD" is placed by the name of each student entitled to a Consent Decree program. A "W" is placed by the name of each child withdrawn by a parent, but the "CD" should remain. (See Special Circular 55, 1975-76.)

  In cases where the number of such students in a school is insufficient to warrant a bilingual program in the student's native language, parents are given the option to transfer the student to a school which offers such a program.
- *Other:* when student asks for a change of course in moving from ninth to tenth year, a change of electives, for example, from academic mathematics to bookkeeping, may be necessary.

The student's program is the most important individual role determinant in high school. (Some schools have no homogeneous grouping, except for honors classes.) For instance, it is now possible to place a student in a three-term algebra or geometry class; Spanish 2A-2B class following Spanish 1-2; a stenography 9A-B-C-D, instead of Stenography 1-2. Credit is earned for every term of a subject passed, no matter how long it takes to cover subject matter. Another modification the guidance staff may make in planning the educational program of incoming students is to advance the year in which required subjects such as American history are taken, thus leaving more room later for elective subjects. The staff must also honor departmental requirements set by subject chairpersons, such as not allowing students to take chemistry before they have passed biology. Problems involving diploma requirements should be discussed with the assistant principal supervising the area(s) of difficulty and the assistant principal in guidance.

It is safe to say that, in the eyes of the rest of the school staff, the guidance staff's most important task is facilitating appropriate educational planning, especially at the incoming level. Teachers are the first to notice if a pupil is unable to achieve in their class. They may question the pupil and/or consult the permanent record card, and then ask why a student with such a low (or high) reading grade was placed in this class, why a student who wants a commercial course was given a straight academic program, or why someone was placed in a mathematics class before passing the prerequisite course. There is a margin of error in all human endeavors. Incorrect programming of new students may also generate multiproblem situations which the counselor will have to deal with later on, just as careful programming will establish the kind of rapport between student and staff that leads to a productive and helpful relationship.

Articulation with Feeder Schools

Just as high schools differ in programming procedures, so do feeder schools. Some junior high schools require all students in classes for which a Regents examination is given to take the Regents; others do not. Some shop classes meet five times a week; others only four times. Some official classes are given a block program. City-wide examinations are not always given, and marks are not always entered on the record even when given.

Some suggestions for improving articulation between the two school levels include the following:

- "Class profile sheets" in mathematics and foreign language, with teacher comments
- Duplicate copies of Regents examination lists forwarded to the high school
- Careful entries on June transmittal cards of changes of marks, Regents and City-wide examination grades, new reading scores, etc.
- Swift notification by feeder schools of substantial improvements in reading grades after applications have been processed
- Concrete notations and personal comments by counselors on each application form, using reverse side if necessary
- Prompt forwarding of "confidential" files along with other records sent to the high school

It is always in order, moreover, for the high school counselor to telephone the counselor in the feeder school to clarify a new student's course selection. The "interface" system (NEIS — New York State Educational Information System), which is operative in many of the larger cities in N. Y. State, although not yet in N.Y.C., will provide a coding number and a data sheet for each student. This will make possible instantaneous forwarding of basic information from middle school to high school to college; there even will be a central office with data sheets for students from other states and countries.

High school counselors in all academic-comprehensive high schools habitually make personal visits to the feeder schools in their zoned districts. It is useful to meet with the children, either during an assembly program or in smaller groups; some students who are applying to unzoned specialized or vocational-technical high schools may end up going to the local high school and will benefit from the information they receive from the counselor's remarks and answers to questions. Material may be distributed, both to students and, through them to parents, describing the high school and outlining its offerings. An appropriate meeting to arrange is one between the two guidance departments, where problems in articulation such as those already listed may be ironed out before the new term begins.

Orientation Techniques

Almost every high school distributes a student handbook or guide to new students. This is usually an attractive booklet, embellished with drawings and illustrations, which sometimes represents a cooperative effort of the guidance department and other departments in the school. A glance at the table of contents of the handbook will inform incoming students where to find out about:

- How the school got its name
- Courses offered, by department
- Diploma requirements
- School rules and regulations
- School directory — who's who and where to find them
- Special programs offered in the school
- College and scholarship information
- Report cards and other student records, and how they are used
- Student rights and responsibilities
- Student government, clubs, teams, publications, senior activities.

Sometimes these publications include the school song (Forest Hills, Tilden); school cheers (George Washington); floor plans (Forest Hills, John F. Kennedy); tips on how to study effectively and help in English skills (Forest Hills); career information – e.g., careers for which biology or art is needed (Bryant); or a thorough description of the work of the guidance department (Tilden). Julia Richman's handbook contains a section of "What to do if . . . ." which answers questions freshmen might commonly ask, such as, "If I want an early excuse pass, what must I do?" to "If I want special employment help, where may I obtain it?"

The first assembly of the term for lower class students is usually an orientation, at which administrators, guidance people, and student government leaders introduce themselves and their services. Guidance assemblies later in the year may take place at program-planning time, when a panel discussion or question and answer session might cover topics such as:

- Can I get into college with the subjects I am now taking?
- What opportunities are there for me after high school if I don't go to college?
- Which marks are colleges interested in seeing?
- Which tests will I have to take for college later on, and how can I prepare for them?

If freshmen and sophomores could share a guidance assembly such as this with juniors and seniors, the younger students would benefit from the more articulate questions and values expressed by the older students.

Since there is such sharp focus on career education in all high schools today, ninth- and tenth-graders in academic-comprehensive high schools are likely to be exposed to a career orientation project while they are getting used to the school. Project Goal-Orientation (career orientation) [8] formerly operative in many high schools and mini-schools, trained teachers and career counselors in humanistic education techniques, which they used with small groups in six-session cycles to extend their backgrounds in career information and help foster positive attitudes towards school. At Bushwick High School, all ninth graders receive a nine-week mini-course in career exploration in each of the traditional subject areas. [9] Clara Barton High School for Health Professions orients students to the school and to their future, by means of a one-day a week course in orientation, covering such topics as health careers, self-awareness, values clarification, and decision-making. Other group guidance techniques which help in orienting new students to high school include: various surveys and questionnaires administered by the guidance department to elicit such information as family structure, work experience, interests and hobbies, school and other problems, expectations of high school teaching staff and guidance counselors. The knowledge that someone is interested in such data in itself helps students to feel more at home in the school, and counselors can refer to the answers and talk about them with students at subsequent interviews.

No orientation technique can, however, be quite as effective as the counseling interview, especially an initial interview with a new student. The tone of warmth and rapport set by the counselor has long-lasting effects. "Doing the homework" for such an interview means consulting student surveys, prepared questionnaires, or data cards and also the previous school record and high school application. The occasion for an initial interview is not hard to come by – early screening of questionnaires mentioning problems, or multiple failures appearing in the first report card will provide names and openings. Ideally, every counselor should be able to see each new student during the first term in high school, but when caseloads are too numerous, it is important to give students appointments promptly if problems surface through self-referral, teacher-referral, or counselor-screening. Students from outside the city or state and non-English speaking students are particularly comforted by an initial interview, during which, with the aid of a translator, the counselor meets the student and introduces the school and its services to the newcomer.

Small-group counseling sessions also help overcome the impersonality of the big city high school. During these sessions, six to eight students with common problems meet with a counselor, ventilate their feelings, express their opinions, and in most cases offer their suggestions; such common problems may be chronic absence or lateness, marks substantially lower than those achieved in the sending school, or perhaps questions and concerns relating to a special program, such as the College-Bound Program. Group counseling offers the personal attention of an individual interview and the benefits of interaction with peers.

Counselors can also make use of faculty members and older students in orientation when they cannot see every incoming student or continue seeing students on a regular basis. In most urban high schools, translators in practically every language can be found within the student body. In helping to orient a new student, the older student renews personal identification with the school. Student aides in the guidance office can be assigned on a "buddy system" to guide a newcomer to classes for a day or so. Foreign-born students who are doing well may offer to tutor their non-English speaking compatriots if they are asked. Help given to a new student by an older student is doubly effective because it pleases the giver as well as the receiver.

Since every subject teacher is a member of the extended pupil-personnel team, teachers also help to orient new students to high school. The counselor should give prompt attention to teacher referrals of new students. Preventive action by the counselor and teacher can be taken when, for instance, in the course of screening incoming students, a health defect or hearing impairment is discovered, or a special talent or hobby which a student activities adviser or coordinator can put to use is revealed. Counselors may hold staff orientation meetings with the teachers in special programs or mini-schools, to clarify the program's objectives and refine its techniques.

FROM HIGH SCHOOL TO COLLEGE

The duration of schooling is being extended and the day is not far distant when one or two years of post-secondary education will be considered as necessary as high school is today. In New York City, about eighty percent of high school graduates apply to the two-year and four-year colleges of CUNY (City University of New York). The two-year and four-year colleges in the SUNY (State University of New York) system, as well as the private colleges in New York City and elsewhere also attract many applicants. In some high schools, a full-time counselor is assigned to college guidance; in other high schools, a teacher serves part-time as college adviser in addition to meeting teacher responsibilities.

College Entrance Examinations

From the beginning of the junior year, students are given information about the several national and statewide examinations:

- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
- Scholastic Aptitude Test (SAT)
- Achievement Tests
- American College Testing Program (ACT)

In fact, preparations begin at the end of the sophomore year because students must register for the PSAT/NMSQT scheduled for the following October, and seating and proctoring arrangements have to be completed before the date of this examination.

1. PSAT/NMSQT

This is a two-hour version of the three-hour SAT, and like the SAT, it measures both verbal and mathematical skills. The verbal section, which tests ability to understand word relationships and reading comprehension, contains four types of questions – antonyms, sentence completions, analogies, and reading selections.[10] The mathematical section, which tests ability to understand and solve problems about numbers and quantities, requires the mathematical knowledge gained in elementary algebra and geometry in order to solve problems, or presents novel situations which call for original thinking.

Juniors are urged to take the PSAT/NMSQT because it gives them experience for future college entrance tests, which are also timed tests made up of multiple choice questions. At the end of December when scores (verbal and mathematical) are mailed back, counselors are often asked to interpret the scores, which range from 20 to 80.[11] It is important that students do not consider the test a precise measure of their academic ability, nor feel that it might lessen their chances for college admission. Neither fear is justified, since all colleges consider academic record and other evidences of high school success in deciding admissions, and PSAT/NMSQT scores do not go to colleges. Besides reassuring students who may have scores lower than they expected, counselors can help students at this point to go over and possibly reformulate college plans. Scanning the job market may confirm, for example, that prospects in the coming year or two are not good for nursing, since hospital schools and teaching institutions are oversubscribed, but are very good for laboratory technicians, emergency ambulance attendants, and automobile mechanics, for which training is offered in community colleges. A counseling interview about PSAT/NMSQT scores is also an excellent opportunity to motivate program planning for the senior year and to examine electives in the light of future educational plans.

The PSAT/NMSQT is the first step in entering the competition for all merit scholarships. Since 1955, the National Merit Scholarship Corporation (NMSC) has conducted a yearly search for talented youth throughout the United States, to honor them and to help finance their college years. From these test scores, NMSC selects about 15,000 semifinalists[12] – about ½ of 1% of all graduating seniors – who are then considered for Merit Scholarhips. Ninety percent of the semifinalists usually go on to become finalists on the basis of these criteria:

- Recommendation by principal

- Achievement of an equally high score on SAT
- Submission of a "Semi-finalist Information Form" with biographical and other data
- Submission of an official transcript of grades (which may include college if the student was accepted on an early admission plan)

Merit scholarships are either a one-time award of $1000 or a four-year renewable award, from $250 to $1500, according to the size of the gap between family resources and the costs of the college selected. Over 450 sponsors, including business and industrial firms, corporations, foundations, labor unions, professional groups, and individuals, finance the program which also may lead to professional contacts later on for the winners. The NMSC also administers the National Achievement Scholarship Program for Minority Students, a compensatory educational program which operates in the same way as the Merit Scholarship Program in selecting semifinalists and scholarship winners; students who indicate on the answer sheet that they wish to participate in the Achievement Scholarship Program are automatically considered for National Merit Scholarships as well.

2. SAT

This is a three-hour test, given in the morning, which measures verbal and mathematical abilities. The verbal part consists of reading comprehension and such vocabulary excercises as sentence completion, analogies and antonyms. The SAT is normally given six times a year: in November, December, January, March, April, and July. Juniors are urged to take the April PSAT, because it is excellent practice for taking the SAT in the senior year. Sample questions are included in the descriptive booklet mailed to each candidate. Seniors are expected to take the November or December SAT, to give college admissions officers enough time for their work. Most colleges require a test score, and although CUNY and SUNY do not make it a condition for entry, they clearly indicate that they would like prospective students to take the SAT. The SAT is a measure of ability of students from all high schools, whose courses, standards, and grades may vary considerably. Scores on the verbal and mathematical sections range from 200 to 800, and here again counseling is often needed to interpret the scores, to review college plans and programs, and possibly to arrive at modifications in consideration of comparative scores in all parts of the country. [13]

The registration form (a standard form used for any college board test) reserves space for answers to the SDQ (Student Descriptive Questionnaire). These sixty-three questions elicit information about the student's family finances, ethnic background, extra-curricular activities, self-image, and strong and weak points. With the student's permission the answers, either written or analyzed and coded, are sent to colleges to help in admissions, class placement, awarding of scholarships, and counseling. Students who are not native speakers of English should apply to take the TOEFL (Test of English as a Foreign Language), prior to taking the SAT. Some colleges also will make provision for Spanish-speaking students to take the English-As-A-Second-Language Achievement Test. Special arrangements can be made for testing visually or otherwise physically handicapped students. [14]

3. Achievement Tests

There are fifteen subjects in which one-hour achievement tests are offered concurrently. [15] Many colleges which ask for SAT scores also want Achievement test scores, which range from 200 to 800. Students should be advised by the counselor to make sure the college of their choice requires an Achievement test before they register to take one; the fees are quite high, and neither CUNY nor SUNY look for these scores. Students should know that the tests may be taken the same year that they are studying the subject, and not necessarily in the senior year, when a good part of the content may have been forgotten.

Achievement test scores, together with SAT scores and answers to the SDQ, form the Admissions Testing Program (ATP) report which is then sent on to the colleges the student has indicated.

4. ACT

These tests have no connection with any other college board examinations. They are required by many midwestern colleges and an occasional eastern college. These tests are in four parts: english, mathematics, social studies reading, and natural science reading. Students can find out by consulting the catalogues in the college adviser's office if colleges they have chosen require ACT examinations.

Helping Students to Choose a College

All students are urged to apply to the City University of New York (CUNY). CUNY has a number of four-year and two-year colleges, located throughout New York City.

Senior Colleges

Baruch College (Manhattan)
Brooklyn College, and Brooklyn College Centers
City College (Manhattan)

Hunter College (Manhattan)
John Jay College of Criminal Justice (Manhattan)
Lehman College (Bronx)
Medgar Evers College (Brooklyn)
Queens College
Richmond College (Staten Island)
York College (Queens)

Community Colleges

Borough of Manhattan Community
Bronx Community
Hostos Community (Bronx)
Kingsborough Community (Brooklyn)
LaGuardia Community (Queens)
New York City Community (Brooklyn)
Queensborough Community
Staten Island Community

SUNY comprises more than sixty-four different units:

1. Four university centers, at Albany, Binghamton, Buffalo, and Stony Brook, with professional graduate schools leading up to the doctoral degree;
2. Fourteen colleges of arts and science (liberal arts colleges) at Brockport, Buffalo, Cortland, Fredonia, Geneseo, New Paltz, Oneonta, Oswego, Plattsburgh, and Potsdam, all with smaller registers than the university centers, and some with graduate programs leading to the master's degree (marked with an asterisk*);
3. Eight specialized colleges, career-oriented to agriculture and life science,* ceramics,* forestry, human ecology,* industrial and labor relations,* maritime studies, optometry, and veterinary medicine.* Four of these colleges (marked*) are located, at Cornell University; one (marked**) is located at Alfred University;
4. Four medical or health centers, two at the university centers of Buffalo and Stony Brook, plus the Downstate Medical Center in Brooklyn and the Upstate Medical Center in Syracuse. These centers host programs in the health sciences and health-related areas and offer associate, bachelor, master, doctor of medicine, and doctor of philosophy degrees;
5. Thirty-eight two-year community colleges, basically commuter colleges, which draw students from nearby areas and supported by joint county and state funds, providing terminal vocational and career degree programs, and liberal arts transfer programs.

The private colleges of New York State are numerous, and their catalogues are quite detailed and informative. Private colleges have many advantages to offer — smaller classes, individualization of instruction, campus life away from the "subway circuit." Sometimes there is a "family tradition" revolving around a particular college: the "Ivy League" colleges always receive many more applications than they have seats. There is a strong desire to live away from home generated by continuing drives for independence in late adolescence. Private colleges offer two-year as well as four-year programs and there are enough prestige colleges in the northeast, from Amherst to Yale, to attract students who desire the social and other amenities associated with these colleges.

Helping students to choose a college is essentially a two-part quest; counselors should direct students to ask, "What am I looking for in college?" and "What is the college looking for?"[16] Students should ask themselves questions such as these: "Do I want a B.A. degree?" "Will I go on to graduate study?" "Do I want to limit myself to courses in nursing, stenography, or art because that is my career goal?" "Will I like the size and location of the college?" "Will I like its student body?" Are the admission requirements too high?" "Do they have a good extra-curricular program?" The college, on the other hand, looks for high school average, rank in class, SAT and Achievement Test scores, high school honors, awards, letters of commendation, choice of subjects. In addition, the admissions officer may request a personal interview, to assess less visible factors than those which show up on written records. The college adviser can then help the applicant prepare for this interview.

Many colleges today have adopted "affirmative action" or "compensatory" programs which favor minority group students. The "Ivy League" colleges try to achieve a geographical and ethnic balance, so that the bulk of their students do not come from New York City, or from its special high schools. Harvard, for example, has been placing great emphasis on excellence in a special talent field, from ice-skating to chess, in weighing factors for admission. College advisers should try to give applicants an accurate profile of freshman admissions at a particular college of their choice.

Visits to college campuses are indispensable to making a good college choice, especially if students are to live away from home. Colleges are eager to recruit and do so either through a representative who visits the high school or an "open house" session. During one typical week in November, for example, Stuyvesant High School scheduled group meetings with representatives of five colleges (Pratt, Colby, Long Island University, Iona, and Radcliffe), "open house" meetings at three colleges (St. Joseph's, Polytechnic Institute of New York, and Vassar Club of New York). Students in the College-Bound Program and College Discovery Program sometimes visit at a college campus for an entire weekend since funds are available for counselors to conduct such trips. There are even bus tours for groups of high school students at reduced rates. If a college does not ask for an interview, the applicant can do so, and arrange to make a tour of the campus at the same time.

Application Procedures for CUNY

Six choices of program and college are allowed on the CUNY application form, and the Office of Admissions Services states that 80% of the students who apply get their first choice.

Current high school seniors receive a personalized (name and transcript entered) application form, which also includes a questionnaire for SEEK (Search for Education, Elevation, and Knowledge) and College Discovery [17] students. The requirements for these special programs, in addition to the simple ones outlined above, are an age limit of thirty years, a one-year residency requirement in New York City, and family financial need. In addition to providing SEEK and CD students with tutoring help, small classes, and extra guidance services, CUNY gives a stipend to help meet college expenses.

The help of the college adviser is needed urgently in listing six choices of colleges and programs in order of preference. While six choices need not be listed, and no student should apply for a program which holds no personal interest, counselors should urge seniors to use all their choices, if possible, to facilitate allocation when first and second choices are filled up.

Foreign-born students who have not been in a New York City high school for more than two years do not receive a personalized application form with a transcript on the reverse side, but must file a separate "Application for Admission for Foreign Undergraduate Students" accompanied by a copy of the high school transcript plus a transcript of studies completed abroad. They must also take the Test of English as a Foreign Language (TOEFL) before applying to CUNY, because the TOEFL scores must be included. Only permanent residents and refugees are eligible to apply to CUNY, and to the SEEK/CD program with CUNY; other foreign-born holders of student visas and temporary visas are not eligible.

The standard application form and booklet are available at the Office of Admissions Services, 101 W. 31st St., New York, 7th floor, for persons who wish to attend CUNY. Counselors are available to assist applicants. A high school transcript or GED equivalency test scores must accompany the application. Ex-students who have decided to go to college after a lapse of some years since graduation often come to the guidance office to inquire about the procedure for applying; the high school mails the application form and inserts a transcript.

Application Procedures for SUNY

Most of the participating colleges in SUNY use a single application, and follow a common set of procedures and requirements coordinated by the central Admissions Processing Center (APC). Although an information booklet is provided with each application, counselors should see that applicants read the catalogues of the SUNY college in which they are interested. Codes for colleges and programs are in the booklet. SUNY guarantees two-year college degree holders admission to a four-year college. All applicants are required to submit scores from either the SAT or ACT. Transcripts are sent on by the high school along with the application and fee. SUNY colleges also ask for a substantial tuition deposit after notification of acceptance, which is not refundable after May 1. The tuition charge as of this writing is $750 for freshmen and sophomores and $900 for juniors and seniors.

Some state-affiliated colleges require more information than is given on the common application. Those doing so will request the data through a supplementary application mailed to the student after receipt of the basic application.

Application Procedures for Private Colleges

Applicants to private colleges write for application forms to the colleges' admissions offices. Such colleges are likely to ask for letters of recommendation. College advisers in some guidance departments have devised form letters or evaluative rating scales which they send on to colleges or summarize in a personal letter. Whatever form of letter is used, its value depends on the concrete statements which distinguish this applicant from others, by reason of talents or accomplishments, or both.

Early Admissions

Some colleges, including CUNY, permit extremely able students to enter college after the completion of three years of high school. Such students generally receive their high school diploma after the freshman year at college. Counselors should see that these students take the SAT in April of the junior year providing they meet the high school diploma requirements (including Regents examinations). Counselors should review carefully with such students the reasons for their decision. There are some highly motivated, superior, academic students ready for the challenge of college life, for whom the college experience can be more beneficial than a fourth year of high school, but for the most part, students do not stop to consider such factors as their age group, maturity, and social life (e.g., the fact that they will miss the traditional senior class activities and ceremonies of their graduating class). Advanced placement college credit also can be earned while the student is still in high school, and it is possible to take courses in some CUNY colleges while a student is still a senior. Also, career goals may change within a year.

Allocations and Choice Strategy

Acceptances by CUNY colleges are sent to seniors in phases, with allocation to one of the six college program choices listed on the application. Over 80% of CUNY applicants receive their first choice. However, if not all six choices are used, or if there is a particularly high demand for all the programs chosen, or both, the Office of Admissions Services (OAS) may send the student a letter informing him or her that although he or she is on a waiting list for admission, he or she is "unallocated" to any college program. This means that neither the academic average nor the rank in the senior class has placed the student above the cutoff point in the programs requested. A high demand program (for which the applicants outnumber the places) will have a high cutoff point, and a low demand program, a low cutoff point. No college adviser can give a correct answer if asked what the cutoff point for a given program would be in any given year because it varies from year to year, with supply and demand. The cutoff point is simply the place on a priority list where supply and demand meet.

Priority lists of students interested in high demand programs are based on one of two factors – whichever is higher. The College Admissions Average (CAA) is one, and the percentile rank[18] in the graduating class is the other. The academic average is just that – an average of marks in five academic subjects only (no minors) – English, mathematics, natural science, social science, and foreign language. Students who have less than ten terms of these majors, or foreign-born students who have not attended a New York City high school in grades nine through eleven, are given a CAA mark of eleven (and a percentile rank of 1%), which means that they are usually limited to low-demand programs.

The college adviser can help the student to anticipate difficulties which might interfere with allocation in several ways. While no student should feel compelled to make six choices, or on the other hand, to refrain from making a first or second choice out of fear of rejection, counselors can probably help in finding six programs the student would be interested enough to attend.[19] Cutoff points vary, and in any year there is always a chance of getting first choice. The counselor can use knowledge of CUNY choice strategy in the following ways:

- Advise students to include "safe" or "backup" choices (e.g., liberal arts program in a community college);
- Familiarize students with high demand and low demand programs in both the senior and community colleges (mistaken notion is often held that there are no cutoff points in the two-year colleges);
- Stress the importance of other considerations such as location, travel time, vocational interests, and special skills (with which the counselor is apt to be familiar);
- Help unallocated applicants make appointments at the Office of Admission Services (OAS) where they are assisted in choosing an alternative program; (Such appointments are generally assigned to unallocated students by the OAS early in April.)
- Answer students' questions or complaints about their allocation and desire to transfer.

Many counselors attend workshops and mini-courses offered by the OAS on college admission procedures, processing of applications, and financial aid.

New York State colleges, like private institutions, set their own admissions standards in any one year. They use SAT scores, high school average (they will sometimes substitute a Regents mark for a final class mark, if it is higher), rank in graduating class, letters of recommendation, even geographical location. Here are some typical responses of college admissions officers in SUNY when asked for a profile of the entering class:

- X University said that they considered the high school average and the rank in class four times as important as the SAT. In computing the high school average, they will substitute the Regents mark for the final mark, if it is higher. They look at the SAT scores, and from all of this they compute a predicted GPA (grade point average). This year they took the top 8% of high school applicants. They have room for 1,500 freshmen.

- Y college considers academic subjects taken in the tenth and eleventh years only. They include all Regents grades. By this computation, the averages sometimes go down as much as ten points. They consider the SAT the least significant. This year the girls were accepted at 88, the boys at 84.

This pattern of admissions may or may not be known to the counselor; if it is used, while the information is not confidential, it should be used in a nonauthoritarian way, to direct a student away from applying where rejection is almost certain.

Program Offerings

Most students applying to CUNY choose the "Liberal Arts and Sciences" program, which is offered in every one of the four-year and two-year colleges. It is easy for community college graduates of this program to transfer to senior colleges, where they are guaranteed admission, and the liberal arts program gives those who are undecided about their careers a chance to explore. The CUNY information booklet, *A Guide to Freshman Admissions* lists and describes programs offered in all its colleges, from Accounting to Youth and Community Studies, including, along the way, such offerings as Cinema, Community Service Assistant, Fire Science, Respiratory Therapy, Urban Teacher Education. Two major trends in CUNY programs are interdisciplinary majors (also called "Ad Hoc Major" or "Thematic" Program) built around a core period or theme in history, and field courses which reach out into the community in areas such as health, welfare, education, law and justice, and utilize specialists to supplement teaching by academicians, thus combining theory and practice. Here are some of the special programs at CUNY colleges which follow these trends:

- Cooperative in-service training in business and other specializations
- Internship programs connected with New York City's government TTT (Training Tomorrow's Teachers) — field-based courses at Hunter College, preparing students to teach in inner-city schools
- Self-determined studies — a curriculum of self-directed courses

Such courses, when taken in a community college, are fully transferable to a senior college.

Every CUNY college offers a spectrum of special services and remedial courses necessitated by open admissions. These range from basic skills offered through Certificate Programs in Area Studies, Certificate Program in Translator Training, Veterans College Prep, Bilingual Education (where students are taught in Spanish while receiving instruction in English), to special programs for high school seniors who can thus earn college credit. Kingsborough Community College even has a special floating laboratory to study the ecology of Jamaica Bay and its estuaries as part of the Environmental Science and Marine Biology Program.

It is also possible to select a B.A. - M.A. four-year program and earn both degrees in four years of study. Several colleges offer the "Extended Day Session" where students may register for day and evening classes, and attend both as their time permits. The Baccalaureate Degree Program permits the student to plan a course of study incorporating research, travel, work, community activities, projects in the creative arts, and other off-campus activities of educational value to earn a liberal arts degree.

Most state colleges in SUNY give tutorial assistance in mathematical, reading, writing, and study skills and also special counseling for educational and vocational plans and personal problems. The six ("Ag and Tech") Agricultural and Technical Colleges, however, do give preference to regional residents and only later consider New York City applicants. The college at Stony Brook offers a two-year physician's associate degree program along with other bachelor degree programs in the health sciences, and certificate programs in specific skills such as data processing, drafting, masonry, or business office skills. These programs combine in-service training with classes at out-of-city community colleges, after which the student is awarded a certificate of achievement.

Applicants to SUNY should look for special notations on the curriculum charts published in the information booklet *Your University.* Some of the colleges admit freshmen only in September; others in January and July; still others, three times a year. Empire State College, the "college without a campus", admits students each month who will earn a B.A., B.S., or A.S. degree through independent study, travel, work study, and other methods, under guidance of a faculty mentor.

In applying to private colleges, as is true for CUNY or SUNY, it is not wise to rely on a single college or program, without safety or backup choices. The student who wishes to attend Columbia because of its engineering course or Tufts for pre-medical study may have to take second choice. Moreover, the highly selective private colleges sometimes reject candidates with high averages and test scores in favor of those with special talents, extra-curricular achievements, or disadvantaged backgrounds.

Financial Aid for College

The purpose of the financial aid programs for college students is to prevent any student from being deprived of a college education solely for lack of money. Every college, public or private, now has a financial aid office, and usually a Director of Financial Aid as well. In addition to tuition, students attending CUNY colleges must also expect a yearly expenditure for fees, books, supplies, transportation, lunches, and other expenses. SUNY expenses are also high, and attendance at a private, out-of-town college is also quite costly.

There are many different sources of financial aid for college students, but they must apply to get it. In all stages of applying for financial aid, counselors can give valuable help. There are three stages in securing financial aid.

1. Assessing the cost of the colleges the student wishes to attend.
2. Estimating total available contributions expected from the family and the student, and establishing the gap between one and two – or the amount of financial need.
3. Applying for various types of aid – grants, loans or jobs – for which a student is eligible.

A list of the ways in which the counselor can help students at each stage follows:

1. Estimating College Costs

While the primary motive in choosing a college should be interests and goals, it is possible that the same program may be given at a local college and an out-of-town one; in a public university, as well as a private one. In estimating college costs, is the student limiting costs to direct tuition and living costs, without making enough allowance for personal and recreational needs? An out-of-town college student will spend more money on such items as telephone calls and transportation to and from home than someone attending a local college.

2. Preparing the Financial Aid Form (FAF)

It is recognized by all colleges that families have a responsibility to pay what they can toward a college education. The question, "How much can they afford to pay?" is not a simple one to answer, especially as many families have more than one child in college at the same time, and are often burdened with the many emergency expenses demanded at various times of all families. There are two major organizations which answer the question of what the family can pay. They send a report called the *Family Needs Analysis Report* (FNAR) to the colleges. The organizations are the College Scholarship Service (CSS), a part of the College Entrance Examination Board (CEEB) and the American College Testing Program (ACT). Most eastern colleges use the CSS, and, therefore, all applicants who indicate that they will need financial assistance (and they must indicate this on the college application form) must secure a copy of the FAF booklet. This is a lengthy and quite difficult form to complete because it calls for information on every item of income and other assets, as well as deductible business, medical, and other expenses. A completed sample form is included with the booklet. The college counselor may unintentionally assume the role of an accountant at income-tax time, as requests for assistance pile up weeks before the financial aid deadlines.

Nor must it be forgotten that students are also expected to pay what they can towards college expenses. Part of the financial statement is an account of savings, earnings from summer jobs, perhaps graduation gifts and awards, even social security benefits.

When a total estimate has been made of the family's ability to pay and the student's available income and assets, the CSS, which does not itself bestow any financial aid, is able to determine whether financial aid is needed and how much is needed for the college chosen. If college counselors are familiar with the various sources of financial aid, they will be in a position to help seniors file early for the optimum financial aid "package." Here is a listing, in brief, of the sources presently available:

Federal Programs

- *BEOG (Basic Educational Opportunity Grants):* for every student, based on need, not academic achievement; generally received by applicants whose family Income is less than $12,000 a year. This is a grant; no repayment is required.

- *SEOG (Supplementary Educational Opportunity Grant):* made to full-time or part-time students who claim "exceptional need" in order to stay in college. No repayment is required.
- *CWS (College Work-Study):* offers part-time jobs for students in any post-secondary educational institution, who generally work ten to fifteen hours a week. Jobs are not necessarily on campus, do not deprive older workers of employment, and are mostly paid for by the government (80% to the college's 20%). Wages are paid directly to students by check (not as tuition, etc.) No repayment.
- *NDSL (National Direct Student Loans,* formerly National Defense Student Loans): available for undergraduate and graduate work. Repayment doesn't begin until schooling and/or military service is over; interest charge is 3% on unpaid balance, over a ten-year period.
- *Guaranteed Loans (sometimes called subsidized loans):* repayable about a year after the student leaves school. The college financial aid office recommends the size of the loan to the bank or credit union, whose interest is paid by the federal government while the student attends school.
- *Social Security Benefits:* unmarried children (up to age 22) are entitled to survivors' benefits.
- *Special Scholarships:* for students pursuing a career in nursing or law enforcement.

These programs are nationwide and adhere to the philosophy that aid is determined by established financial need, rather than scholastic achievement.

In making up a financial aid "package" to fill the gap between income and costs, individual college financial aid officers also take advantage of state and local assistance programs. Moreover, they do not approve of financing either upper or lower classmen exclusively through grants or through loans, but rather believe that a combination of the two, plus in some cases a part-time job would most stimulate maturity and responsibility. A freshman who is burdened with the repayment of a $1,500 loan incurred during the first year will be under a heavy strain later on, and a grant which meets all needs is manifestly impossible to provide for all who would want it. Here are some local aid programs for New York State residents:

State Programs

- *Regents Scholarship Awards:* based on SAT or ACT scores in 1978 are approximately $250 a year for four years.
- *TAP (Tuition Assistance Program):* available to students who attend a college in New York State to help pay tuition; provides grants for CUNY, SUNY and private college students, depending entirely on a sliding scale of family income (as determined in the PCS).
- *SUNY scholarships and partial tuition waivers:* also based on family income, to make up the difference between tuition and TAP, so that very low-income students need pay no tuition at all.

The inclusion of the private colleges is deliberate, since the middle-class families from which their student body is drawn are for the most part not eligible for extensive federal or state financial aid. There is still a need and a demand for private colleges, and TAP is designed to help them and the middle class families reponsible for paying their fees.

Federal and state financial aid programs are only a part of many other sources for grants, loans, and scholarships. Counselors should keep informed of awards by fraternal organizations, labor unions, philanthropic groups. Every college catalogue lists special scholarships subsidized by alumni or otherwise funded for students in one or another special field of study; no student should apply to an out-of-town college without reading the catalogue carefully for its financial assistance provisions.

For minority-group students, the college financial picture offers several possibilities:

- *NSSFNS* (National Scholarship Service and Fund for Negro Students): has its own application form and student-college interview sessions for the hundreds of participating colleges eager to activate their equal educational opportunity programs or institute an affirmative action, compensatory program;
- *SEEK/College Discovery:* for the candidates successful in the SEEK "lottery" of allocating seats in CUNY, there is a financial stipend which can be supplemented by a work-study program. College Discovery Program students also receive financial benefits;
- *EOP* (Educational Opportunity Program): a corresponding program in SUNY colleges, based upon evidence of economic disadvantage and

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educational disadvantage (i.e., for students not qualified to enter the college by normal admissions standards, but who show potential);

- *HEOP* (Higher Educational Opportunity Program): a corresponding program in private colleges (See EOP above.)

The National Merit Scholarship Corporation also administers the National Achievement Scholarship Program for Minority Students, and students taking the PSAT. NMSQT may use their scores to apply for awards in both programs.

The College Office

This office should have an open-door policy for students who wish to use it as a resource center. Materials for use or reference available here are:

- Complete set of college catalogues (for colleges students have applied to or might conceivably apply to in the future)
- Reference section for books and publications on college admissions and financial aid
- File of college news bulletins and other publications issued periodically by the college adviser
- Registration forms and information bulletins for PSAT/NMSQT, SAT, Achievement Tests
- Application forms and booklets for CUNY and SUNY
- Computer print-outs of test scores
- Computer print-outs of acceptances by colleges
- Bulletin boards listing open house meetings, scholarship information
- FAF forms and booklets
- Forms for evaluating and recommending applicants to colleges
- DOT (Dictionary of Occupational Titles) and OOH (Occupational Outlook Handbook)

The college office must operate to some extent on an appointment schedule for individual counseling with students and parents because each problem is individual; one student may want to know if foreign language requirements still affect placement in CUNY four-year colleges; another may ask about the best opportunities in professional training for engineering, law, or medicine (the latest figures from the Bureau of Labor Statistics and OOH, and the degree requirements should be quoted). Small groups of students meeting on the same day with a visiting representative of a private college may also use the college office.

College advisers are involved in a great deal of paper work and administrative detail connected with processing college board examinations, college applications, and financial aid forms. Because personal letters of recommendation often play a vital part in college acceptance of early admissions students, tuition scholarship award winners at university schools of engineering, or of applicants to "Ivy League" colleges, it is helpful if seniors write a brief autobiography which the college office files in the student's folder and uses when needed. Reports are expected from every high school's college office of the number and types of college acceptances of seniors. There are last-minute requests for changes of college or career choices which mean extra work for the college adviser and relief for the applicant.

College guidance is a cooperative effort, involving the guidance counselor, as well as the college adviser. In every grade, from the ninth through the twelfth, the vista of post-secondary education, now within everyone's reach, plays its part in motivating teenagers to earn the high school diploma. When such a goal is set, other guidance activities – educational and vocational planning and programming (see Chapter IV), helping students with special needs, and recommending alternative educational programs (see Chapter V) – become more purposeful and effective. A desire to attend college, and a feeling that people are helping one to get there may mean the difference between success and failure in the high school career of many students.

NOTES

1. Counselors should follow closely, the latest guidelines issued on promotional and placement requirements, including reading level tests.

2. See *Changes in Medical Examination Procedures: Pre-High School Examination and Pre-Vocational High School Health Appraisal*, Special Circular No. 50, 1976-77 (New York City: Board of Education, Jan. 21, 1977.)

3. See subsequent section entitled Orientation Techniques.

4. See subsequent section entitled Programming Incoming Students.

5. See *Letter to All High School Principals*, October 4, 1972, from the Coordinator of Foreign High School Student Visas.

6. The schools offering College Discovery and Development programs are: Jamaica H.S. in Queens, Thomas Jefferson H.S. in Brooklyn, Port Richmond H.S. in Staten Island, Theodore Roosevelt H.S. in the Bronx, and Seward Park H.S. in Manhattan.

7. Note that these scores are often a year or more old, as indicated by date of the test.

8. See *Career Guidance Programs in New York City High Schools*, (New York City: Board of Education, Burecu of Educational and Vocational Guidance, 1974), p. 53ff.

9. Ibid. p. 27ff.

10. Sample Questions are given in the *Student Bulletin* issued to every candidate.

11. The CEEB sends each school a booklet entitled *Your PSAT/NMSQT Scores*.

12. There are also about 38,000 high-scoring participant, "Commended Students," who receive a Letter of Commendation but are not eligible to become finalists.

13. The publication *Your Student Report*, a descriptive booklet, is mailed to the student with the scores.

14. See *College Board Tests for Handicapped Students*, published by CEEB; also *TOEFL Bulletin*, obtained from TOEFL, Box 899, Princeton, New Jersey 08540. Other CEEB publications used by the college adviser are: *The College Handbook, Your PSAT/NMSQT Scores, Your Student Report*, and *Admissions and Financial Aid Procedures at College Board Member Colleges*, all from CEEB, Box 592, Princeton, 08540.

15. Other subjects in which achievement tests are given are: American history and social studies, biology, chemistry, English composition, mathematics – level II, European history and English literature, world cultures, Hebrew, Latin, French, German, Russian, Spanish, Physics.

16. For excellent advice on "How to Choose a School of Higher Education," see *College and Career Guide*, Albany, N.Y.: State Education Department.

17. College Development students are eligible only for entry into two-year colleges.

18. Some special high schools such as Stuyvesant, do not rank their seniors because of the high marking standards they maintain.

19. While counselors have access to tables of high demand programs and their most recent cutoff points, it is not advisable to distribute them to students; if used indiscriminately, such information may compel students to make unwanted choices. Moreover, there are other, personal factors involved in the choice of a college program besides its popularity.

chapter 4

Educational guidance and program planning

The high school diploma is now the gateway to all future educational and vocational plans on a broader scale than ever before. As the Board of Education recognized when formulating requirements for the single diploma for all New York City high school graduates, [1]

> "The great expansion of higher educational opportunities carries with it an implication for preparatory training and articulation on a more extensive basis than presently exists. The high level of education now required for entry into many occupations also requires a reorganization of high school course experiences, since there will be fewer opportunities for the untrained and the unskilled."

More high school students beyond the legal school-leaving age remain in school in order to graduate, and a very large majority of high school graduates apply to enter college. Employers are asking for high school graduates; labor unions make the diploma a prerequisite for their apprenticeship programs; civil service entry examinations begin at the high school diploma level; opportunities for post-secondary education are proliferating for holders of the high school diploma.

A key duty of the guidance counselor, therefore, is to make sure that all students are familiar with the minimum requirements for the diploma. Indeed, the greater flexibility now permitted, the greater emphasis on enrichment and alternative courses, the encouragement of curriculum innovation and revision – all call for a "stronger guidance capability" in all high schools. Since there is a wider latitude in the selection of required courses and a greater choice of options in every high school program, "it is the responsibility of the school to counsel students concerning patterns of courses that are consistent with the student's needs, abilities, interests and goals." [2] Educational guidance is thus built into the single diploma structure, and expert counseling is an indispensable adjunct to the successful completion of a high school education.

A wide variety of electives has been developed which counselors can offer to students when helping them to plan their programs. It is suggested that counselors consult the *Directory of the Public High Schools* and catalogues of course offerings in the individual high schools concerning electives. [3] Combinations of elective courses in a single subject area may be used for the "three-year sequence" or area of concentration. "Advanced placement" courses, which carry college credit, are offered in English, social studies, foreign languages, mathematics, and science.

To insure some structure beyond the credit and area of concentration requirements, it is specified that the minimum passing grade shall be 65% for each subject, and that students must demonstrate achievement by passing state, city, or school-wide examinations in each course and sequence of courses including a test for minimum reading level. [4] Those who do not meet diploma requirements receive a certificate. Students who pass the Regents examinations in their course sequences, however, can receive a Regents endorsement on their diplomas, which may also be endorsed "With Merit" (for a high school average of 80% or higher) or "With Honor" (for a high school average of 90% or higher).

VOCATIONAL – TECHNICAL HIGH SCHOOL PROGRAMS

The vocational-technical high schools offer a wide variety of courses designed to develop a level of skills competency that will ensure employability at any exit point, either before or after graduation from high school. Some courses prepare students for admission to colleges or technical schools.

There are five unit-trade schools organized around a single industry: Art and Design, Automotive, Aviation, Fashion Industries, and Printing. The remaining eighteen vocational-technical high schools are multitrade schools offering a wide variety of programs in industrial arts, home economics, health careers, and business fields. Students normally pursue an exploratory program in several areas in the ninth grade and select a field of concentration in the tenth grade.

In the vocational-technical high schools the school day consists of seven or eight periods, slightly longer than in other high schools. Approximately half the day is devoted to academic subjects and the other half to vocational-technical shop work and theoretical study.

Students are admitted to vocational-technical high schools from eight-year or nine-year schools, or as transfer students from academic high schools. A total of three years of trade training is given in each trade. There are placement services for graduates.

The vocational-technical high schools have a number of cooperative programs with colleges, e.g., the New York City Community College five-year program in electrical and mechanical technology in cooperation with Westinghouse and Grady. [5]

Following are the various programs offered by the vocational-technical high schools:

- *Exploratory:* Ninth-year program for pupils entering from eight-year schools.
- *Vocational:* Tenth through twelfth-year program to provide training for skilled occupations in industrial, service, and commercial fields.
- *Dual-Purpose Vocational:* Tenth through twelfth-year program to equip students who pass an entrance examination for skilled trades, as well as for college entrance.
- *Technical:* Tenth through twelfth-year program for students who pass a qualifying entrance examination and wish training in occupations which demand mathematics and science skills.
- *Shared Instruction Services:* The Shared Instruction Program, which is administered by the Center for Career and Occupational Education, provides students with the option of either entering the job market as skilled workers or continuing their education upon graduating from high school. Students who for various reasons cannot be accommodated in any of the twenty-three vocational and technical high schools may enroll on a shared-time basis in a course not offered at their home school.

  The Shared Instruction Program is open to all tenth, eleventh, and twelfth year high school students on a five-day-a-week basis, either during or after the normal school day. In addition, junior high school students may indicate their choice of Shared Instruction on their high school application.

  Additional information about the program may be obtained from the school guidance counselor or by calling The Shared Instruction Program Office at 596-0034.
- *After-School Occupational Skills Program:* For tenth, eleventh, and twelfth grade high school students who wish instruction in entry-level trade skills which might enable them to qualify for part-time or summer jobs and for full employment. Classes during the school year meet twice a week, from 3 to 5 P.M., and during the summer for four hours a day, five days a week, for six weeks. The training is non-credit; job placement assistance is given. This program is under the aegis of the Center for Career and Occupational Education.
- *Thirteenth Year Program:* For high school graduates not going to college who wish an extra year of full-time instruction in a skilled occupation. Some programs require aptitude testing and prerequisites. At the successful completion of a year's work, participants receive a certificate of competency. Since programs depend on funds available, they vary from year to year. For information on current programs, consult the Division of High Schools.

- *Evening Pre-Employment and Upgrading Programs:* For unemployed or underemployed adults who wish to upgrade their skills or qualify for entry-level jobs in occupations in which there are labor shortages.

IMPLICATIONS FOR EDUCATIONAL GUIDANCE

Since the prevailing philosophy of high school education encourages "credit programs and opportunities for alternative in-school and out-of-school experiences . . . independent study and work-study programs, community internships, and apprenticeships"[6] the spectrum of options which counselors can offer to students is broadened correspondingly. Such in-school programs as College-Bound, College Discovery, and Cooperative Education are the better-known of a variety of special "school within a school" arrangements to help students graduate. Others are:

- English as a Second Language (ESL) and Native Language Arts[7]
- Homework Helpers
- Career Development Institute
- Venture
- Bootstrap
- Community Service

The New York State High School Equivalency Testing Program, among other programs, is offered by many alternative high schools:[8]

- Auxiliary Services for High Schools (ASHS)
- City-As-School
- Concord High School
- Harlem Prep
- High School Redirection Program
- Lower East Side High School
- Middle College High School
- Pacific Alternative High School
- Park East High School
- P.M. High School
- Satellite Academy for Career Education (4 locations)
- West Side High School

The Evening Academic High Schools also offer free instruction for completing the courses required for a diploma and for the equivalency examination.

Some high schools have a program based on four or five cycles a year, to give students the widest possible choice of courses and the largest number of options leading to a diploma. Cyclical high schools offer a greater variety of courses every seven to ten weeks than is possible in schools which reorganize annually or semi-annually. If the school day is based on modules, courses meet for varying time periods and on certain days. Greater flexibility in programming is thus possible.

For the average student the relationship of school to learning is evident. All the educational guidance that the counselor can offer is for the purpose of improving classroom learning. In-school and off-site special educational programs simply change the location and/or organization of the "classroom" for students with special needs or learning disabilities, or for pupils with special interests and goals. To help a pupil choose a course or program of study is to help in making the most important decision of the high school years, and to prepare the student for the important vocational decisions which follow.

Screening to Identify Students Needing Special Services

Counselors are always screening. In the day-to-day work of educational counseling and the periodic work of program planning, it is inevitable that many students fall into special categories:

- gifted and talented students
- underachievers
- potentially maladjusted students
- students requiring remedial and supportive services
- students requiring referral for special help
- potential early school leavers

While these categories overlap, there are symptoms which counselors can recognize and recommendations which they may make in the course of the counseling relationship.

1. Gifted and Talented Students

Although a preliminary screening takes place before admission to high school — of students who apply to and are accepted at specialized high schools and vocational schools — the student body in an academic-comprehensive high school is a heterogeneous group. Within the first year, certain students begin to distinguish themselves academically and otherwise, such as in sports, art, music, practical arts and skills, and leadership. The counselor's attention might be called to such students in various ways. Here are some typical situations:

> Nikos complained to his counselor that his biology course was "too easy . . . I already studied all that." A re-evaluation of his academic record from his home country, where he lived until age eleven, revealed a good background in science and mathematics; Nikos's below average standard test score in reading had kept him out of an honors class. Consultation with the chairperson of the science department might expedite a change of program or a recommendation to join a science projects class, or both.
>
> Rosemarie asked why she was not placed in the instruments class, to learn to play the flute, as she requested. A review of her high school application showed that the junior high school counselor had checked the space adjoining the question, "Would you like to play a musical instrument?" Room was found for this student in an elementary instruments class, where she showed aptitude for the flute and rapidly acquired considerable musicianship.
>
> In the course of a counseling interview about his many absences, Juan revealed that he spent many hours at home at a self-taught hobby — using the head of a pin to prick abstract and animal designs on plastic plates. When, at the urging of the counselor, Juan brought samples of his work to school, several faculty members persuaded him to offer these beautifully executed pieces for sale. Juan took major art as an elective the following term and subsequently made art his area of concentration for the diploma.

Other ways in which gifted and talented students can be identified are through:

- consistently high report card grades
- superior reading grade scores.
- repeated student requests to carry extra electives
- scanning lists of students who take part in school plays and other performances, including stagehands, light and sound technicians
- an excellent record of service in a school or extra-curricular activity
- past and present awards in interscholastic competitions
- active participation in student government
- parent's request for a student to take "more music" or "more college math"

A learning problem may be nothing more than a student's feeling that he or she is not getting the most out of high school; if a talent surfaces, the counselor can recommend whatever courses or activities are available to nourish it. These may be special electives, clubs, school performances, community service connections, advanced placement classes, even a transfer to a more specialized school. It is also productive, with talented students, to begin counseling for post-secondary education as early as possible, since their choice of a course of study, a college, and career will influence program planning from the ninth or tenth year onward.

An alert counselor finds hidden talent in unexpected ways, as the following case history illustrates:

> Elba arrived two years ago from Colombia to live with relatives and complete her high school education in New York City. A year ago she was badly burned in a backyard barbecue accident in which she threw lighter fluid on the fire. She had undergone two skin graft operations and was about to undergo a third. When the counselor visited her in the hospital and asked if there was anything she wanted, the girl said she most wanted to write an article for the school newspaper, telling "what it was like" to have a skin-grafting operation. She sent in her article, which the journalism class accepted and was glad to publish, because the graphic quality of the writing outweighed the grammatical and structural errors of a writer for whom English was a second language. The following term, Elba became a member of the journalism class, thus improving her English language skills while practicing and refining her writing.

2. Underachievers

A student who consistently fails a subject each term, if capable of passing, is as much an underachiever as a brilliant pupil with multiple failures. All students who are not achieving at the level of their potential are underachievers; only the most flagrant cases are identified in high school, especially if the pattern of failure poses a danger to graduation. It is possible to recognize that a student is slipping by comparing present work with:

- standard test scores
- previous middle school marks
- earlier report card grades in high school
- expressed career goals in guidance questionnaires and interviews

Sometimes a parent will write or call to indicate disappointment at how poorly Johnny is doing in high school, compared with his brilliant record in junior high school; sometimes Johnny himself is disappointed and comes to complain that "if only . . ." this teacher or that class could be changed, he would do very much better.

Helping underachievers depends entirely on the answer to the question "Why?" The underlying cause for the lack of achievement may lie within any one of the other five categories of students who exhibit learning breakdowns, i.e., unrecognized gifted pupils, potentially maladjusted pupils, pupils requiring remedial and supportive services, or referral for specialized help, or potential early school leavers. When a more exact identification is made, recommendations can follow.

3. Potentially Maladjusted Students

The picture of a student who does not "fit in" with his high school surroundings is generally that of an unhappy young person. The "distant early warning" sign of maladjustment may be sullenness in the student.

Screening for maladjustment is made easier because cases generally come to the counselor's attention through referrals by teachers and other school personnel. Data to substantiate potential maladjustment revolves around certain aberrations of classroom or school behavior.

- Classroom behavior:
  - unresponsiveness
  - negligence
  - aggression
  - disruptiveness
  - uncooperativeness
  - bizarre reactions (ranging from withdrawal . . . to violence)
- School behavior:
  - truancy, cutting, lateness
  - vandalism (including graffiti writing)
  - bullying
  - subverting authority, flouting rules
  - criminal acts (robbery, drug abuse)

Depending on how serious or long-standing these infractions are, counselors can decide on whether students responsible for them require remedial and supportive services or specialized help of a deeper therapeutic type.

4. Students Requiring Remedial and Supportive Services

The nature and extent of the presenting problem determines the counselor's recommendations. There is a wide range of remedial and supportive services available in the average high school.

For academic underachievers: referral to the College-Bound or College Discovery programs (as vacancies occur); tutoring by Arista students, college interns, paraprofessionals; suggestions for service, such as membership in the audio-visual squad, which could help improve pupil's self-image by teaching a skill and expertise not possessed by fellow students;

For slow learners: classes with smaller registers, individualized instruction; assistance from students in the Peer Tutoring Program; and compensatory education programs;

For unresponsive, withdrawn, uncooperative students: counselor-parent contacts with a view toward mutual exploration of home and school environments which may interfere with study. For truants, vandals, disruptive, aggressive, and destructive students: suggested enrollment in a "mini-school" with a warmer, less impersonal atmosphere;

Other supportive services are also available to help students with learning difficulties which result from aberrant classroom and school behavior. They should be:

- Structured – providing for regular meetings with the counselor or other person offering support
- Gratifying – awarding recognition for successes and partial successes along the road to improvement
- Student centered – recognizing the need of counseling which permits ventilation of students' feelings
- Helping – offering concrete assistance wherever possible

Thus, the guidance counselor can offer a "daily report card" on which all the student's teachers rate his or her performance, or a referral to a peer group which holds periodic "rap sessions" in an area in which difficulty is experienced. There are always two invaluable school-wide services which may succeed where others have failed:

- School nurse, doctor, health counselor or medical team: who may discover a physical reason for the learning difficulty
- NYSES (New York State Employment Service) counselor or career adviser: who may uncover a financial problem for which an available job can provide the remedy.

5. Students Requiring Referrals for Specialized Help

The difference between recommending supportive services and specialized professional help depends on the depth and degree of the malfunction revealed by screening. The counselor is in a unique position to recognize this difference because the guidance office is the center of all data and referrals concerning the student. A guidance counselor is not a physician, psychologist, psychiatrist, or therapist, although the counselor by background and training is familiar with the work of all of them. Briefly, specialized help is needed when:

- Remedial and supportive services have failed to bring learning improvement
- Counseling interviews have not resulted in modification of behavior.

The Bureau of Child Guidance (BCG) sends its psychiatric social workers and psychologists into the high schools on a part-time basis; periodic sessions with the social worker are often extremely helpful, not only for the therapeutic help, but also for other in-school and out-of-school referrals which (after testing, evaluation, and diagnosis) both social worker and psychologist are in a position to make. Such referrals may be for:

- School speech therapy or remedial reading
- Medical examination
- CRMD placement
- Special education placement in a class for the neurologically impaired, or for the hearing or visually handicapped [9]
- Bureau of Child Welfare

Counselors can secure, free-of-charge, from the Community Council of Greater New York an abbreviated list of social and health service agencies in New York City entitled *How to Secure Help for Those Who Need It.* Most guidance offices have a copy of the *Directory of Social and Health Agencies of New York City*, also published by the Community Council of Greater New York, in which every agency, listed alphabetically by function and then by personnel, is described in detail. Whatever the referral procedures, a telephone call by the counselor to the agency is a quick way to find out what the agency offers.

6. Potential Early School Leavers

Potential early school leavers may be found in all five categories already described and there is no single screening procedure which will serve as an early identification program for predicting staying power in high school. Certain signs, however, if present alone or in combination, often presage the termination of a student's stay in the day high school:

- Record of failure in previous terms
- Receipt of a certificate instead of an eighth or ninth grade diploma
- Serious reading and learning retardation, leaving student completely out of step with peers
- Family pattern of dropping out exhibited by older siblings
- Illness or family moves which cost the student the loss of one or more years of school
- Hard-core truancy, with or without a history of court action
- Parental pressure to excel, parental neglect, or severe home conflict
- Financial need to get a full-time job
- Severe social maladjustment or emotional disturbance which has either not been identified in time or not responded to specialized help

The student at the point of leaving high school is the subject of very careful counseling in regard to the many possiblities for continuing his education. (See section entitled The Exit Interview.)

Studying Individual Student Progress

The most meticulous screening will not eliminate failures in specific subjects by the "average" students who constitute the majority of the school population. The individual pupil is interested in his or her own progress and thus in the answer to the question "Am I doing well or poorly?"; so, of course, are the parents. Counselors – while they engage in a kind of large-mesh screening of their student caseload, e.g., asking how many are doing well or poorly – deal primarily with the individual. To the individual pupil, the guidance counselor is the first resource when failure strikes; the pupil wants someone to help do something. Neither youth nor adults court failure; everyone is strengthened and heartened by the experience of success. We are all aware that learning is enhanced by the feeling of mastery, and that educational experiences are more meaningful if spurred on by success, rather than failure.

When pupils falter in their school progress, the counselor wants to know: Is the student doing poorly at this time? Or as a general pattern? Is the failure in school work in a single area? In several areas? Total?

The answers may be found at a number of check points:

- At report card distribution times, when marking periods end
- During program planning interviews, when failures impede sequential progress
- When parents visit or call, during Open School Week or at other times
- Through teacher referrals of students for unsatisfactory work
- Through self-referrals by students who are troubled by lack of progress.

While the pattern of failure may become clear on one or more of these occasions, the overriding question for counselor and counselee is "Why?"

In a sense, there are as many reasons for failure as there are individuals. Tolstoy's statement that "All happy families are the same, but unhappy families are each unhappy in their own way" applies to students too; successful students seem very much alike, but unsuccessful students fail in their own ways. However, they (and sometimes their parents) often do not feel responsible for failure. Generally, their perception is confined to the way the cards are stacked against them by a particular teacher or in a particular class. Every counselor is familiar with the woeful complaints:

> If I could only be in Ms. X's class, I'd do much better. I know I could. My friend is in Ms. X's class, and they learn a lot better; that teacher knows how to teach. I did better last year. The teacher doesn't like me; I got started on the wrong foot the very first day. She's always picking on me. I was only late to class twice, (or I didn't hand in the assignments, or I failed a little quiz, or I didn't raise my hand). How will I pass this course if I can't learn with this teacher?

Every counselor also knows that a genuine personality clash between a teacher and student is possible; to obviate this problem many schools permit a change of class if the student has failed previously with the same teacher. The reasons for failure, while imbedded in the matrix of the student's total personality picture, can often be unearthed by asking several questions:

- Was the student overrated? Were inflated marks given in middle schools?
- Should the student be retested in reading? In mathematics?
- Is he or she excessively absent? Late? If so, why?
- Is there a will to fail? Is failure being used as a weapon against parents? The school?
- Have past program choices been mistaken? Is the student enrolled in the wrong course of study?
- Is the student familiar with basic study skills?
- Is insufficient motivation provided or engendered in this particular class?
- Is there an overriding personal problem? (financial, family)?
- Is the pressure of urban, racial, ethnic, or other problems inducing alienation? Anomie?
- Is there a medical of physical reason for a slump in work?

Counselor insight is not enough. Probing may be needed to help the student overcome failure. When probing leads to student insight, the road to improvement is visible.

Students tend to think of failure as somehow final; counselors know that there is always the opportunity for a second (third, fourth) chance to reverse a downward trend in student progress. While subject failures are not minimized, the report card must be signed, and multiple failure notices are mailed to parents. A good approach in a counseling interview with a failing student is to say, "Let's look at the record." Generally, the record, including that of middle school, may show answers to the questions:

- Did the student really do better last year? Or is the memory of last year's achievement faulty?
- Has there been a steady downward trend? If so, when did it begin, and why?
- Have marks in school-wide, city-wide, and Regents examination lagged far behind class marks? Is there difficulty in performing well on tests? Will college board examination scores suffer from this handicap? Should the student learn how to prepare for a test?
- What do the standardized test scores in reading and mathematics show in comparison with norms? Is performance up to ability?
- Is the student or the family pushing too hard?
- Were program choices on entering high school mistaken? Did the student ask to pursue a foreign language which has proved difficult from the beginning?

- Has the job picture changed since the high school application was filed?
- Are there more jobs for engineers this year than some years ago? Are there fewer jobs for nurses? How many other business careers are there besides a career as a private secretary?

Educational guidance touches on many other areas of the total student picture. Here are some concrete suggestions which counselors and students could consider:

- Planning for summer school to make up for lost credits; the possibility of attending evening high school, as well as day, in the senior year, to meet the diploma requirements.
- Consideration of alternative courses and schools leading to a high school diploma: for a mature student, perhaps an internship course; for a lagging and discouraged one, perhaps the Cooperative Education Program (work-study).

Helping the Early High School Leaver

The process of education does not end if a student leaves high school after his sixteenth or seventeenth birthday. On the contrary, this important step is a self-motivated guidance opportunity for effective counseling. No student likes the feeling of stepping into a void and nearly all respond instantly to a suggestion to talk about future plans and continuing education. Early school leaving thus may be a bridge to an educational alternative more suitable than the day high school for a particular student.

1. Do's and Don'ts

Counselors, however, should be mindful of techniques related to effective counseling of the early school leaver.

Do

- Make an appointment with one or both parents and the student.
- Ascertain whether the student has been aware of the school's remedial and supportive services and special educational programs for which he is eligible.
- Point out alternate possibilities for earning a high school diploma.

Don't

- Overlook the fact that students cannot sign themselves out of school (the counselor should witness the parent's signature or send a deputy if parent is unable to leave the home.)
- Accept student's request to leave school at face value, without exploring further the real reasons, and bringing them out into the open.

2. The Exit Interview

No student who has reached a sixteenth or seventeenth birthday may drop out of high school without an exit interview, unless the student is over seventeen and is taken off the school register when repeated efforts at contact have proved unavailing. Every exit interview is a detailed and painstaking procedure, in which the counselor covers the following steps:

a. The New York State law is outlined regarding leaving school. Student may leave only if:

   - He or she gets full-time work (at 16) and/or fills out Part 1 of employment certificate application (not needed at age 18) . . .

   AND/OR

   - Student transfers to a day or evening program leading to a general equivalency diploma (this is treated as a transfer to another school.)

b. The counselor completes Parts III and IV of employment certificate application (after witnessing parent's signature to Part I) and explanation of the procedure for completing this form, i.e., job description, medical examination, and receiving the wallet-sized working paper, with an employment certificate (E.C.) number.

c. Student is given a referral form to The Evening Guidance Centers or to Auxiliary Services for High Schools (ASHS) at the nearest location in the borough and receives information (for ASHS) on

   - How and when to enroll
   - What happens at ASHS
   - What opportunities exist after he or she gets a New York State High School Equivalency Diploma
   - How the student may get a New York City high school diploma from the Board of Education in exchange for the general equivalency diploma.

d. Student is asked to complete Part I of the "Exit Interview/Student Application for Withdrawal" form; the counselor immediately fills out page 2 and later completes page 1 from records.

(Information requested are test scores, attendance, special problems, marketable skills, recommended referrals, and counselor's analysis of reasons for withdrawal request).

e. Student is instructed to return books and other materials received from the school.

f. If accepted at ASHS, inter-high school transfer form (Form VI) is completed.

g. Removal from active register upon receipt by the counselor of
   - Employment certificate number or
   - Return of lower half of Form VI by ASHS

h. Dissemination of forms to:
   - ASHS-Exit Interview/Student Application for Withdrawal
   - Student's folder – employment certificate application
   - School secretary – authorization for discharge

   Note: Special procedures for requesting home instruction involve sending a doctor's note, with diagnosis, to:
   - Department of Health – Bureau for Handicapped Children for orthopedic or cardiac disability
   - Department of Health, Bureau of School Health Services – for medical, surgical, chronic illness
   - Appropriate Committee on the Handicapped Office – for emotional illness. (See Chapter VII)

No exit interview is complete without supplying the student with information about the services of ASHS and the Evening Guidance Centers, and the procedures for obtaining a general equivalency diploma. ASHS has locations in every borough, and accepts anyone from 16 to 22 (and veterans of any age) through referrals from schools and community groups or by self-referral. Licensed teachers, counselors, and paraprofessionals offer a variety of services including:

- Educational and vocational counseling
- Job placement and development
- Training program referrals
- Preparation for High School Equivalency Examination
- College preparation – intensive academic review
- Diagnostic testing
- Remediation in reading and mathematics
- English as a Second Language
- Bilingual studies
- College placement

The ASHS hours of operation are 5:30 P.M. to 8:30 P.M. The program is conducted informally, Monday through Thursday evenings, and attendance is flexible. Instruction is provided on an individualized or small-group level. Counseling is always individualized. Job placement specialists are available most evenings. The student for whom the structured school and classroom situation has not been working well may find the ASHS program appropriate for meeting educational and vocational goals.

The evening Guidance Centers offer services to meet the individual needs of youth and adults. These centers, under the supervision of the Bureau of Educational and Vocational Guidance, provide educational, vocational, and personal guidance to young adults over 17 years of age. Each center staff includes, in addition to the coordinator, specialists in educational guidance, career information, community resources, and education of the handicapped.

Young adults who seek educational guidance should qualify for a high school diploma. Assistance and guidance are offered to those seeking scholarships, college entrance, specialized technical training, referrals to job-training programs, training for promotional possibilities, preparation for civil service, requirements for armed forces, training programs for the physically and mentally handicapped, remedial programs, and assistance with personal problems. Clients receive from one to five counseling sessions, testing if indicated; referrals are made to health, social, and welfare agencies. Information on center locations and hours may be obtained after 6:00 P.M. from the Manhattan Center, Washington Irving High School, 40 Irving Place, New York 10003, at AL4-4116. There are also centers at Erasmus Hall High School in Brooklyn and Theodore Roosevelt High School in the Bronx.

The High School Equivalency Testing Program is administered by the New York State Education Department, and tests are given at testing centers in each borough once a month. Early school leavers and potential early school leavers should be briefed on the rather high standards of this ten-hour examination, given over two days. There are five two-hour tests; tests one and five are measures of English and mathematics ability and achievement; and tests two, three, and four are reading interpretation tests in social studies, the natural sciences, and literature. The minimum score on each test is 35, and on the entire examination 225 (thus mandating a higher score than 35 on some individual tests). Since these tests are also given in the armed services, veterans who achieved the required scores can receive an equivalency diploma upon application. This diploma (which may be exchanged for a New York City High School Diploma at the Board of Education) is accepted for all civil service positions, and any job requiring a high school diploma; for further training in the armed forces; for admission to City University of New York (CUNY) and some programs in the State University of New York (SUNY). Since the test can be retaken (after a waiting period of two months) and the highest scores on either examination used, candidates have nothing to lose by retaking the examination as many times as necessary.[10]

Courses to prepare for the high school equivalency diploma are also given at:

- Evening Academic High Schools
- Certain Manpower Development and Training (MDT) Centers, funded by Comprehensive Employment and Training Act (CETA)
- Some day and evening programs in adult education (located in settlement houses, hospitals, institutions, organizations, even prisons), sponsored by the Center for Career and Occupational Education
- Comprehensive Adult Centers, under the aegis of the Continuing Education Program

The exit interview should also familiarize students with the many opportunities in New York City for counseling and educational advancement available at:

- Evening Guidance Centers (located at Washington Irving High School in Manhattan, with branches in other boroughs)
- Evening Academic High Schools (and Summer Evening Academic High Schools)
- Pre-Employment Training Program
- Manpower Development Training Program
- Other Youth and Adult Education Programs[11]

Thus, leaving the day high school may be a step upward on the educational ladder for some students whose needs were not being met. Professional counseling is an integral part of facilities for continuing education in New York City.

Program Planning

Every high school is a unique entity and programs its student body in a manner which has proved satisfactory in previous terms, but there are certain general principles common to all New York City high schools. One of these is that program planning is a responsibility of the guidance department. In conjunction with the students, assistant principals (supervision), teachers, guidance counselors, and grade advisers regularly achieve a near-miracle — seeing that every student is equipped with a suitable, individually tailored program schedule at the beginning of each term.[12]

1. Educational Counseling

Needless to say, the enormous amount of preliminary planning entailed begins no later than the midpoint of the previous semester (year, cycle.) Students must enter into this planning process, since every student's program is different. The first step in program planning is, therefore, to elicit the student's requests for preferred subjects. Some of these choices may be unwise, because the courses are beyond or beneath the student's abilities or because they are out of sequence with diploma requirements or student interests and goals, or both. It is very important, therefore, for every student to have a program advisement interview with the counselor at least once before the process is completed, and most high schools are able to arrange this.

Some form of group-guidance session, usually in official or homeroom classes, is held by the guidance counselor to acquaint all students with the current listing of subject offerings in the school. Students then indicate their tentative choices on an appropriate form, which is not finalized until it is returned signed by the parent; no program ever is imposed against the student's or parents' desires, and deviations from the original request are explained and discussed in detail. Students, however, have a responsibility to familiarize themselves with the many courses and electives offered in their school, since time limits preclude such detailed explication in a group setting. Students can look into the curricular offerings from which they will choose by consulting:

- The school handbook or guidebook
- Lists of subjects to be offered in the succeeding term (distributed by counselors and teachers)

- Course catalogues containing brief descriptions of each course
- Subject teachers and department offices for fuller descriptions.

Friends who have taken a course will often be questioned, but feedback obtained in this way, for obvious reasons, is not as reliable as from other sources.

The school's guidance handbook may supply at a glance such information as this:

- Name, room number and office hours of counselor or grade adviser
- Special programs offered in the school
- Requirements for the high school diploma, including credits, areas of concentration, minimum studies
- Services of the college adviser
- Services of the career counselor
- College and scholarship information
- "Typical" programs for incoming students
- Steps in planning the student's program

Some handbooks also contain curricular listings and descriptions and even a worksheet which the student can bring to the program interview. The group-guidance lesson will be more effective if all students have a copy of the handbook. Thus, efforts are generally made to insure its wide distribution or purchase. Guidance counselors, too, maintain a copy of any worksheet or plan card which they use during the interview and afterwards, to check against the official record on the cumulative permanent record card.

2. The Program Planning Interview

This is one of the most fruitful kinds of counseling interviews, because all students feel relatively free to talk to the counselor within the impersonal context of program planning. In this confidential setting, other areas of guidance may well be brought into play, such as personal-social problems, need for remediation, potential maladjustment, plans to leave school before graduation, hitherto hidden interests and hobbies, changes in career plans. All aspects of the total student picture come together in planning a program. For the student, nothing in high school matters as much as his or her program; it regulates arrivals and departures and sets the parameters of daily life.

It is well to remember that highly motivated students, however, are not necessarily thoroughly informed ones, and counselors are often constrained to go over with these students the reasons for denying them a particular class. Many of the growing number of elective and course offerings are special classes, limited to students who:

- Need remediation, refresher or "power" courses
- Show a record of superior "honors" work in a certain subject
- Exhibit a special talent, e.g., for creative writing, art, or music
- Have successfully completed prerequisite courses; e.g., two years of a foreign language as a requirement for entry into the third year

Sometimes a new course is offered in one or two pilot classes, and these classes fill up quickly. Entrance into special classes is generally achieved through a card of recommendation or a permission slip approved by the assistant principal supervising teaching of the subject. Students tend to accept a logical explanation of why they cannot have (or must wait for) a particular course.

Since program planning interviews are held well before final marks for the current term are calculated, they offer the best inducement to work and study – the opportunity to study subjects requested and to see present success influence future plans. There is also time to change one's mind; as the term progresses, a student may decide to drop stenography in favor of a health careers elective, and it is not too late to request another program interview to make the change. Periodic program interviews are the occasion for counselors to sum up individual pupil progress together with the student and to go over the number of credits and required subjects still to be taken before graduation. This is an excellent screening point for nonachievers, underachievers, and others who may need supportive services (see Screening section.) In a large high school, it may be the only regular opportunity for shy students to meet with their counselors. Counselors, therefore, are ever alert in this, as in other interviews, for signs of potential or serious maladjustment. The function of the program interview is to provide educational guidance.

3. Programming Criteria

From the standpoint of programming alone, counselors must check for certain overall criteria before releasing a tentative program for scheduling. For eleventh and twelfth-grade students, an ongoing tally is made at every programming session of progress towards a diploma. This involves not only helping the student to add credits towards the minimum goal needed for graduation, but reviewing progress in the three-year sequence or area of concentration; a shift of interest on the part of the student as late as the junior year can depend on permission to attend an academic evening high school, for example, in the senior year, or on attending summer school following the senior year.

Permission may be needed to double in English or social studies (some schools do not permit doubling in the day session) or to carry a greater number of subjects.[13] As recipients of a great deal of information about each student, counselors are in a position to know whether a particular student has the physical or emotional stamina for such special arrangements.

The increasing number of foreign-born students in our high schools poses many programming problems. Most high schools already have ESL (English as a second language) courses, on elementary, intermediate and/or advanced levels. In addition, bilingual classes in other subjects are available in schools where there is a demonstrated need. Non-English-speaking students, however, are sometimes placed in more advanced classes in mathematics, science, and foreign language (especially their native language), after evaluation and appraisal by the assistant principal supervising instruction in each discipline. Where rapid improvement in English occurs – and this is often the case – counselors make the necessary program adjustments in English, social studies, and business and practical arts subjects for the subsequent term. Since students are often too shy or uncertain to ask, counselors may have to check the reading grades of foreign-born students regularly.

Assistant principals supervising various subject areas are an integral part of programming procedures because they not only set up prerequisites for certain courses or course sequences, but also prepare "flow charts" of progress toward meeting diploma requirements. This is particularly true of mathematics and foreign-language departments, but it is also true of all departments, to a certain extent. For example:

- *Mathematics:* Which students may progress from pre-algebra to algebra? To bookkeeping? Who would be better off in a three or four-term mathematics course, as opposed to a one or two-term course? When should business mathematics or general mathematics be substituted for traditional mathematics? Who would do well in college mathematics?
- *Foreign Language:* How selective should classes in Levels IV and V of a foreign language be? Should anyone who wishes to do so be allowed to begin the study of a foreign language? Will more rapid learning take place if parallel classes (for students to whom the language is native) are set up in Spanish? Greek? Italian?
- *Science:* Should chemistry be taken before physics? Which mathematics skills are needed for advanced science courses? When should pupils be placed in non-Regents (but college-approved) courses in applied chemistry or applied physics? What sort of (and how many) science courses congruent with New York City courses of study are taken by out-of-state or out-of-country students?
- *Business Education:* Should highly motivated English-as-a-second-language students be allowed to study stenography to improve their English skills? How can students be encouraged to explore office skills courses other than the traditional ones which lead to private secretarial positions?

Counselors either know the answers to such questions or know how to find them. (Emphasis may change from year to year.)

4. Scheduling and Follow-up

Many students find it hard to grasp the fact that counselors do not actually assign periods, rooms, and teachers for the program each term. The Program Chairperson, as a member of the extended pupil-personnel team, works closely with the guidance staff, but works within limitations – of staff, plant, and United Federation of Teachers (UFT) contract provisions. Budget cuts by the city in February may lessen the number of teachers available compared with September; over-utilized schools running on double or triple sessions may not have the facilities one term that they had in a less-crowded year; contract provisions dictate the kind and number of assignments teachers may be given. In a school with annual promotion, one-term courses, which may have to be replaced with other courses in the term they are not taken (e.g., economics, business law, office machines), impose further limits on the program office. If a wide range of courses is offered each term, only enough students to form one class may choose to take a particular subject, thus closing off that period of their day to other courses. For these and similar reasons, students are likely to find (and to complain to their counselor) that they have a study period they don't want, or a session ending later than last term's, or a change from a well-liked class to one scheduled during another period. It is the policy of the guidance office to listen to students, and to explain the limitations within which the program office works.

Programming procedures, like other human endeavors, are subject to error. Errors may be mechanical, such as mistakes in transcribing a class on the student's copy of the program card (even computer-printed programs contain these errors); or oversights, such as the failure to replace a one-term course with another. In spite of careful tallying, some classes at the beginning of each term exceed the maximum class size, and other classes, because of budgetary limitations, must be cancelled. Program changes will have to be made, although both the guidance office and the program office try to hold them to a minimum. Students tend to consider the programs they have requested, and which they have so carefully reviewed in the program interviews, as inviolate. When logical and reasonable explanations are given, however, for program changes (or denials of changes) students are inclined to accept the inevitable.

Another margin for error exists when oversights and mistaken choices slip past guidance counselors and are not recognized by pupils. Pupils have been known to sit for weeks in a course they have already passed because the wrong room was indicated on their program cards, or to register in a course for which they do not have the prerequisites. To avoid the loss of such valuable time by even a few pupils, grade advisers may find it necessary to check all programs, after distribution, against original program worksheets or primary program cards, and to ascertain whether the student has, in fact, registered in all courses. Cases of incipient truancy or nonattendance in classes may thus surface for counseling before the student's educational blueprint has been damaged.

5. Programming in Cyclically Organized Schools

The philosophy of offering pupils a new program four or five times a year, instead of twice, as in the more traditional schools, is that better learning will take place. The reasons are that students will experience:

- Increased course offerings, thus greater exploration in wider fields of knowledge
- Varied ways of learning, not confined to the developmental lesson in a class setting
- More self-directed learning activities

If a wrong choice is made by a youngster, it is possible to correct the mistake in seven to ten weeks without waiting five to ten months.

Increased Course Offerings

The number of credits required for a diploma is the same in all New York City high schools, but the cyclical organization is able to present a tremendous variety of courses suited to individual needs and interests. Here, for example, are English and speech courses offered at the end of *one* cycle to students at John Dewey High School:

English Courses

Writing Fundamentals and Usage
Playwriting
Poetry Workshop
International Dramatic Literature
International Short Story
Women in Literature
European Literature
Black Writers
Social Problems in Literature
Biography as Literature
Advanced Science Fiction

Speech Courses

Studies in Shakespeare
Short Plays
Greek Drama
Directing Television
Understanding Broadcasting
Voice and Diction
Acting
Introduction to Film
Public Speaking
Modern Voices

Some are sequential courses, followed for two cycles, and others are mini-courses studied for one cycle. There are also basic courses required in literature and writing. Subject teachers take time to describe the course offerings and to refer students to detailed descriptions in the course catalogue. Guidance counselors, in reviewing the program for the next cycle with the student, also explain recommendations made by subject teachers or chairpersons to take remedial or practice courses, if needed. Wider latitude exists for students to put together a three-year sequence for the area of concentration by choosing from electives in art, music, health education, industrial arts, and home economics.

More Ways of Learning

There are "resource areas" or learning centers for each discipline, such as a studio for painting or sculpture, a marine biology laboratory and a language room equipped with recorders and playback machines. Students are encouraged to spend their study periods in these centers. A few schools permit nonattendance courses (in addition to a normal subject load) in which students submit a paper or take an examination at the end of the cycle. Flexible modular "bands" which determine what days and hours courses meet may also make it possible for students who are interested in marine biology, for example, to reserve one day a week for field trips outside the school, or for a "4 plus 1" plan, scheduling students for one day a week in community service. Such alternative study options as City-As-School and The Executive High School Internship Program can be offered on a one or two-cycle basis.

More Self-Directed Learning

Clubs and intramural sports can be offered within the school day, if the day is organized into modular periods. Other extra-curricular activities connected with student government and school publications are also likely to attract more students. The impetus to experiment with new courses, which is part of the cyclical philosophy, means surveying student interest and inviting pupil participation in the actual writing of course syllabi. Independent study activities pursued in the learning resource centers at times other than class periods are self-motivated and self-directed, and are also likely to involve more group work than individual teacher-to-pupil response. Students find that they do not succumb to the end-of-term or end-of-year "slump" very readily when they are able to look ahead from the middle of one cycle to the beginning of the next.

Programs are printed by computer when a school's student body shifts programs four or five times a year. The advantages claimed for such use of computers are:

- Pupils receive their programs promptly on the first day of each cycle.
- Variations in daily and hourly scheduling prevent boredom.
- Class equalization is minimal at the beginning of the cycle.
- Fewer mechanical errors arise.
- Paraprofessionals can transcribe pupil choices to feed to the computer.
- Counselors can concentrate on educational guidance through more frequent program interviews and checks on individual pupil progress towards a diploma.

While no system of programming is perfect, proponents of modular and cyclical schools feel that this system more effectively meets the needs of modern urban youth.

Educational Guidance for Seniors

Counselors whose caseload includes senior students have a number of extra responsibilities connected with certifying students for a diploma. These include careful follow-up of individual progress to identify failing seniors early enough for constructive counseling. Failing marks for seniors are collated several weeks before graduation, and become the subject of a certification conference to determine which seniors have not met the requirements for graduation.[14] Besides the guidance staff and the principal, the assistant principals in charge of supervision in each department and the subject teachers of students whose graduation is in jeopardy take part during this conference in a review of these seniors' school records, including attendance, effort and motivation, as well as scholarship and achievement. Counselors specify which subjects are needed to graduate, since some elective subject failures may not necessarily hold students back. Counselors also certify to a reading grade which meets the minimum requirement for each graduating senior, and attest to claims for a Regents diploma or a diploma "With Honor" or "With Merit."

Students who must attend summer school and earn a diploma in August rather than in June, should be aware of their status no later than the middle of the senior year. Questions are asked by these "August graduates" about senior dues, graduation ceremonies, and other senior privileges. In general, counselors try to see that delayed commencement does not deprive students of the prerogatives which are so important a part of the last year in high school, such as yearbook pictures and tickets to commencement. For both June and August graduates, senior counselors are able to use a small student organization welfare fund to help those to whom payment of senior dues is a hardship.

One of the highlights of graduation is the presentation of awards. Senior counselors draw up lists of potential recipients of departmental, school-wide, and other awards well in advance. Whatever the criteria for the award – scholarship, financial need, leadership, or excellence in particular subjects – counselors must consult the records (including the ranked list of the graduating class), gather detailed information regarding the student's qualifications, send off letters of recommendation to outside donors, and arrange for the presentation of awards at commencement.

While the rest of the school is engaged in program planning and selecting their courses for the next year (or semester, or cycle), graduating seniors are involved in other forms of educational guidance. It is of the utmost importance that group-guidance time devoted to program planning be used by seniors to consider their post-secondary school plans, whether they are college-bound or not. Scholarship information, tours to campuses, meetings with college recruiters, and other items of interest to those going to college are disseminated through a weekly or bi-weekly college bulletin issued by the guidance office or the college adviser. A similar "career news round-up" carries post-high school career information including such items as career programs in the armed services, appointments with the NYSES counselor, draft advice, and arrangements to take vocational aptitude and interest tests.

Registering Students for Summer School

The purpose of summer high schools is to offer failing students an opportunity for learning-reinforcement and a chance to make up credits needed for graduation. Some special high schools and cyclically organized schools also offer summer courses to entering students for orientation and enrichment as well as reinforcement, and to upper termers for acceleration towards early graduation. Counseling and processing students for summer school during the last week in June is a function of the guidance department in each high school, and because of the limited time available, often an onerous one. The guidance staff is responsible for:

- Distributing summer school invitations, along with final report cards, to students who need them
- Conferring with any of these students who are doubtful about whether they need or want to attend summer school
- Processing registration forms on the designated days (this may involve advice on a choice of schools or subjects, since not every subject is given in every summer school)
- Entering marks and credits earned in September, and revising programs because repeating a subject is no longer necessary
- Conferring with students who did not attend or complete summer school on program adjustments and educational plans

Although much detailed work is required for preparation and follow up of summer school students, the counselors' efficacy in educational guidance is strengthened by this additional option.

Guidance and the High School Curriculum

When the observation is made that the high school curriculum is becoming more "guidance-oriented," it means that the importance counselors attach to the affective side of learning now generally is accepted by educators and teachers. Designing curricula "which focus on the development of social coping skills, such as decision-making and problem-solving skills, and which provide opportunities for exploration of career and life options, patterns, and mobility"[15] is now a top priority in educational reform. Humanistic techniques have journeyed from sensitivity groups to the classroom, and counselors have been instrumental in humanistic education training programs for teachers and other staff members. Vocational information is no longer the sole responsibility of the guidance department, and career guidance units find their way into traditional subject areas (see Chapter VI.) In fact, the occupational information and job data retrieval systems maintained by the guidance office may be moved to career education resource centers to be at the disposal of students and teachers who consider career development as a part of overall cognitive development.

As the trend towards a greater number and wider variety of course offerings in the high school continues, guidance counselors have more of a role than ever in curricular advisement. Selection of appropriate courses is a process which involves the student, the classroom teacher, the guidance counselor, and the parent. The assistant principals in charge of supervising the subject departments also maintain a close liaison with counselors, as descriptive course catalogues are revised approximately every two years, and modifications occur between printings. New or additional course sequences may be set up within the framework of diploma requirements, and teachers and counselors work as a team to achieve optimum program planning. Recommendations by subject teachers and supervisors are designed to prevent students from choosing courses totally unsuitable for their interests or abilities, and counselors honor such recommendations and further interpret them to the students. To these ends, weekly or monthly meetings of the guidance department often include teachers and other staff members who might be concerned with such "guidance" agenda topics as:

- What Students Should Know About College Board Examinations
- A Timetable for Program Planning and Course Selection
- The Work of the Drug Education Specialist
- Improving Endterm Reorganization Procedures
- Criteria for Marking Students
- Closer Feeder School Relatioships
- Organizing a Mini-School

- Special Educational Programs in Our School

Teachers are often unaware of the many functions, activities, and accomplishments of the guidance department in their own school, and any methods – these joint meetings, a guidance department newsletter, or notations on the weekly calendar – which help to publicize such functions will lead to wider use by the faculty of the services of the guidance department.

NOTES

1. *Requirements for the High School Diploma*, Special Circular No. 90, 1972-73 (New York City: Board of Education, 1973), p. 1.

2. *Requirements for the High School Diploma*, p. 2.

3. In schools with four or five cycles, and more flexible modular scheduling, credits for the year will be multiplied by the number of cycles.

4. Literature students for whom English is a second language may be exempted from this requirement.

5. For descriptions of courses offered in the various schools, see the *Directory of the Public High Schools* (New York City: Board of Education, Bureau of Educational and Vocational Guidance, published annually) and the *Counselor's Guide to Occupational Information in the New York City High Schools*, (New York City: Board of Education, Bureau of Educational and Vocational Guidance, 1975).

6. *Requirements for the High School Diploma* p. 1.

7. Beginning in February 1975, pilot high schools instituted bilingual programs for Spanish-speaking students in need of this help. See *Consent Decree in Aspira et al. v. Board of Education et al.*, press release of Chancellor, August 30, 1974.

8. See *Directory of Programs in Alternative Education* (New York City: Board of Education, division of High Schools, Spring 1974).

9. The current *Directory of the Public High Schools* lists the schools with classes for CRMD, Deaf and Hard of Hearing, Physically Handicapped, Braille, Visually Limited, Brain-Injured, and Neurologically Handicapped.

10. Counselors can receive a free copy of the annual *High School Equivalency Testing Program of New York State* by writing to the State Department, Albany, N.Y. 12224.

11. See latest edition of the *Directory of Adult Education in New York City*, published annually by the New York City Board of Education, Bureau of Educational and Vocational Guidance.

12. Most high schools are traditionally organized; i.e., annually or semiannually; a few of the newer high schools change programs after every cycle which may be every seven to ten weeks.

13. Budgetary problems in the schools may curtail such opportunities.

14. This committee may also review alternative projects and programs taken by the student, and recommended credit to be granted.

15. *Agenda for Action:* Report of the Guidance Advisory Council (New York City: Board of Education, 1973), p. 107.

chapter 5

Specialized programs for high school youth

Every New York City high school has specialized programs designed to stimulate learning for a particular group of students. Such students may be:

- Capable of going to college but not achieving at a precollege level
- Eager to combine studies with a part-time job
- Motivated to pursue courses relating to a special career
- Needful of tutorial help to keep up with their classmates
- Non-English speaking or having a native language other than English
- Suffering from special problems (drug abuse, ill health, social maladjustment)
- Acting out aggressive and hostile feelings to the detriment of other students
- Capable of doing college work before completing high school
- Interested in vocational training while taking a liberal arts high school course
- Interested in giving service to the community as part of their education.

Some programs and services are federally funded, some locally funded. While funding and other specifics may change from year to year, the general aims point towards the same goal — to help every student fulfill his or her educational potential. To this end, motivation is provided by means of the individual's principal interest or need, whether it is in going to college, taking a job, preparing for a career, gaining basic skills, or receiving a bilingual education. Following are descriptions of sample programs and services, most of which engage the services of a full-time or part-time guidance counselor.

COLLEGE-BOUND PROGRAM

This comprehensive program is designed to develop the reading, language arts, mathematics, and study skills necessary for academic success. Instruction is individualized and emphasizes the development of basic skills and their application to the mastery of content area material. Motivation for learning is provided through an intensive guidance program focusing on career and college goals, as well as through a program of cultural awareness related to classroom instruction.

Extensive help is provided in three major areas: skills development; educational, personal, career and college guidance; cultural awareness.

To provide for the development of basic skills, the pupils are programmed for reading and mathematics classes of not more than twenty students, which are supplementary to their regular academic program. The emphasis in these classes is on diagnosing individual student needs and prescribing appropriate activities to strengthen reading and mathematics skills as a preparation for higher education. A wide variety of materials is provided to meet individual student needs; an educational assistant is assigned to each class to provide individual help and small-group tutoring. A summer program has been provided for incoming students, which includes a variety of workshop activities to develop basic skills and orient students to high school.

One full-time counselor, whose job is to prevent or ameliorate educational and personal difficulties which interfere with academic achievement; to provide college and career orientation as a motivation for learning; and to assist pupils in the process of self-actualization and the development of meaningful post-high school plans, is assigned to approximately every 150 students.

To accomplish program goals, counselors provide individual and group counseling, work with parents, consult with teachers and other school personnel, and involve students in exploratory activities as a means of crystalizing college and career choices.

Family assistants are employed as a liaison between the home and the school. These are paraprofessionals who are usually of the same ethnic background as the majority of the students in the program. They visit the parents in their homes to explain the goals of the program, provide information concerning individual student needs and progress, and identify problems which may be affecting the student's academic success.

Students participate in an extensive program of cultural awareness, which is correlated with instruction. This program includes trips to newspaper offices, computer centers, television studios, plays and movies related to material being read. Classroom preparation and follow-up activities help students utilize these direct experiences as the basis for a greater understanding of linguistic and numerical concepts. The responsibility for the overall functioning of the program in each school is provided by the College-Bound coordinator.

The following is a list of high schools that participate in the College-Bound Program:

Manhattan

Benjamin Franklin High School
Charles Evans Hughes High School
George Washington High School
Julia Richman High School
Louis Brandeis High School
Washington Irving High School

Brooklyn

Bay Ridge High School
Boys and Girls High School
Bushwick High School
Canarsie High School
Eastern District High School
Franklin K. Lane High School
George Wingate High School
John Jay High School
Prospect Heights High School
South Shore High School

Bronx

Adlai E. Stevenson High School
DeWitt Clinton High School
Evander Childs High School
James Monroe High School
John F. Kennedy High School
Morris High School
Walton High School
William H. Taft High School

Queens

Andrew Jackson High School

Staten Island

Curtis High School

The College-Bound Program is affiliated with 185 colleges which accept graduates and offer appropriate financial aid.

Follow-up studies of College-Bound Program graduates reveal the succeeding information:

- Over 90% of College-Bound Program graduates attend college.
- The average retention rate in college of College-Bound graduates is 69%, a figure which far exceeds the national norm of approximately 50%.

After college, College-Bound graduates continue their studies in graduate school or work in the areas of education, urban planning, social work, or nursing, medicine, and other health-related professions. The development of their skills and abilities is providing untold dividends in terms of personal fulfillment and societal well being.

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM (CDDP)

This program is designed to reach more underachieving and economically disadvantaged youngsters than the College-Bound Program. Identification of eligible ninth-grade junior high school students is made through recommendations of guidance counselors and principals attesting to their potential for and interest in going to college. Federal funds are available for intensive instruction of these pupils, who are at least two years retarded in reading and mathematics. One high school in each borough operates a CDDP program and accepts an entering class of 100 each year — 500 in all, throughout the city. Remediation, cultural enrichment, and saturated guidance services are part of this program, which offers:

- Small classes of twenty to twenty-four students
- Two guidance counselors for each school site, assigned to meet the needs of approximately 250-300 students
- Group guidance and group counseling sessions
- Tutoring
- Field trips; college campus visits; tickets to theatre, ballet, concerts, and other cultural performances
- College admission and a full financial package guaranteed by CUNY to successful students

There are a fairly small number of students in this very intensive program, and academically successful students are never included. CUNY is a partner in the program throughout the high school years, providing personnel, materials, staff development, institutes, workshops, and recruitment aid; it also maintains a director and a staff at the university to help administer the program and to follow up the graduates. Of the two-thirds enrolled who graduate from high school, 90% go on to college, where they are showing a respectable level of achievement and staying power. A slowly increasing roster of success stories is emerging, such as the CDDP graduates who return to the high schools as teachers or tutors. Like the College-Bound Program, CDDP functions as a "school within a school", another proof that with total guidance and instructional support, the "talented ten percent" which exists among the poor can be discovered and developed.

WORK-STUDY PROGRAMS

1. Cooperative Education

The Cooperative Education Program, offered in most academic high schools and some vocational high schools, is an alternate-week work-experience program, in which two students, designated A and B are assigned to each job.

The school coordinators of the Cooperative Education Program perform a number of functions:

- Recruitment and selection of candidates for the program, including review of school records and personal interviews
- On-the-job supervision and follow-up
- Programming, promotion, and certification for graduation
- Teaching of one or more related classes to students in the program

Guidance counselors have numerous opportunities, particularly at the beginning of a term or a year, to recommend students to the coordinators of work-study programs. Students themselves may ask to be admitted to a work-study program, or the suggestions may come from the counselor. Many potential early school leavers have been retained in this way, and many students eager to enter the business world receive on-the-job training while still in high school.

Juniors and seniors admitted to this program earn enough credits to graduate with their class because they follow a block program providing double periods of their major subjects every other week when they attend school as students in the Cooperative Education Program. A typical student program includes:

- English — two periods
- Social Studies — two periods
- Office Practice, Record Keeping, or Office Machines
- Civil Service Preparation or Distributive Education

Jobs are usually in large corporations (e.g., Irving Trust Company, Metropolitan Life Insurance Company, United Medical Services) or New York City government agencies (e.g., Transit Authority, Department of Purchase, Bureau of Finance). Jobs are available in three typical categories:

- Office Occupations: file clerk, typist, typist-trainee, receptionist, mail clerk, duplicating machine operator.
- Distributive Education Occupations: stock clerk, messenger, sales clerk, cashier, checker, marking clerk, page.
- Industrial Occupations: drafting-trainee, optical mechanic, trainee in woodworking, metal trades, automotive services, electrical trades, graphic arts.

Students are paid the prevailing wage for the job category and are generally retained and promoted by the company which trains them after graduation. Entrants are permitted to work five or more weeks during the summer, beginning in the summer before admission to the program, and they earn one credit toward graduation for each term of work experience.

2. Youth Employment Program

Funded by the Federal government under CETA, and operating under its guidelines, this program offers disadvantaged students the combination of a learning experience and a paid work experience. The Youth Employment Program functions during the school year beginning in September, and is available to qualified youngsters in city high schools. There is a summer component which places students at job sites throughout the five boroughs. During this period, most of the job sites are provided by municipal agencies.

3. Vocational Work Study Program

This program, similar to the Youth Employment Program, is funded by the Federal government through the Vocational Education Act (VEA). It is, however, aimed at disadvantaged and handicapped students who attend vocational and comprehensive high schools, Occupational Training Centers, and other special programs of the Board of Education. Programs of this type expose students to the world of work and give them experience in a range of career areas that they probably would never have known. This experience should make them better able to base their own selection of a career on fact.

4. Career Development Program

A model part-time work-study program is the Career Development Program (CDP) at Franklin K. Lane High School. In line with the "school within a school" concept, about 400 students are given a core program concentrating on urban affairs in New York City, which culminates in part-time work for a government agency during the senior year. The school day is then shortened to four hours in the morning, and students work as interns from 1:00 P.M. to 5:00 P.M. The emphasis throughout is on civil service training and employment and this exposure to actual work in City agencies, such as the Police Department, the Fire Department, and the Environmental Protection Agency, though unpaid, is highly motivating and productive. Graduates of the program generally go directly into entry-level civil service jobs, but some go on to community colleges and qualify for higher-level jobs.

EDUCATIONAL OPTIONS

In the past, the availability of a particular subject often motivated students from outside a school zone to request a variance from the Office of High School Placement to attend the school. The subject for which the variance was requested was generally a foreign language, such as Greek or Hebrew.

Current variation of this concept is the establishment of an educational option centered upon a single career area in a high school. A partial list of such schools and their options includes:

- Beach Channel High School – oceanography
- August Martin High School – aviation
- Murray Bergtraum High School – business
- Norman Thomas High School – business
- Edward R. Murrow High School – communications
- Martin Luther King Jr. High School – law and social justice
- Clara Barton High School – health professions

Guidance counselors at Beach Channel High School receive regular high school application forms from prospective students, both within the zone and from the rest of New York City. Criteria for admission are good attendance and punctuality, a good citizenship record, and an expressed interest in oceanography. Students receive no credit for the six courses they take in this preliminary summer: small-boat maintenance, navigation, scuba diving, oceanographic statistics, scientific writing, and marine art. Such activities as traveling in inflatable boats to Little Egg Marsh, an island in the bay which is a wildlife refuge, or seining in the bay with nets to bring back marine organisms to the science laboratories are sufficiently motivating. Students who are introduced to such unique features of school life as the launching ramp and pier, salt water faucets in laboratory classrooms, a photography darkroom, refrigerated fish tanks, and a swim tank for scuba-diving instruction are primed to tackle the instructional program with enthusiasm.

Programming in a typical school offering an educational option, such as Beach Channel, is based on a four-cycle year and course selection sheets are submitted by students for each cycle. Guidance counselors hold programming interviews with each student (see Chapter IV) before choices are fed into the computer. As usual in cyclical schools, there is a wide choice of electives in every department and several areas of specialization in the core subject. Students at Beach Channel may elect to major in one of three areas:

- *Occupational Skills:* marine maintenance, marine electronics, and marine power plant mechanics
- *Advanced Science:* marine biology plus all the science and mathematics given

- *Technical:* preparation for careers in electronics to be continued in a four-year or two-year college; taken with physics.

Students may also pursue the more traditional liberal arts or business course with basic courses in oceanography. All ninth- and tenth-graders follow a common program which includes English, social studies, mathematics, a foreign language, general and advanced marine science, practical arts, health education, and music and art (alternating with a career education course.) Juniors and seniors specialize further, but oceanography is integrated into all areas of the curriculum.

Although program planning is quite individualized in schools offering educational options, some pupils do drop behind in achievement and sometimes feel the worse about this because they chose to come to the high school in the first place. It is possible that one or more counselors may be detailed to give intensive counseling to a limited caseload of students who are unable or unwilling to work to capacity.

Counselors at the new Murray Bergtraum High School for Business Careers are not likely to have any problems with recruitment, since the school's equipment includes a stock market trading room (complete with the latest ticker tape machine and computer terminal), IBM electric typewriters and classrooms resembling business offices with carpeted floors, file cabinets, desks and phones.

Located at Park Avenue and 33rd Street, in the heart of Manhattan's business area, Norman Thomas High School for Commercial Education is a school for students who are bound for business careers or college. Hundreds of firms, ranging from giant corporations to individually owned businesses, offer Norman Thomas students part-time work while they are attending school, and full-time positions upon graduation. About 70% of the students are college-bound, most of them preparing for executive and managerial positions in accounting, data processing, business administration, and marketing. Some students will return to the school as teachers.

A part-time work-study program is a component of some of these high schools, which often have arrangements to place students in jobs at airports (August Martin), hospitals (Clara Barton), and businesses (Murray Bergtraum). Credit is given for work experience.

Certain traditional high schools may offer an educational option to a limited number of students in a single subject, which then becomes open for registration to students outside the zone. A sampling of educational option courses includes:

- Agriculture: John Bowne High School
- Music and Art: Andrew Jackson High School
- Talent Unlimited (Performing Arts): Julia Richman High School

Special Features of the Agriculture Department at John Bowne are:

- Preprofessional Agriculture: both a three-year and four-year course leading to college or post-secondary learning
- Vocational Ornamental Horticulture: a three-year course with juniors and seniors involved in an alternate-week, work-study plan
- Small Animal Care: to qualify for occupations, such as pet shop operator, veterinary hospital attendant, laboratory technician

Counselors of ninth-year high school students who wish to transfer to this program at John Bowne should mail Form VI to John Bowne High School before the end of December, and inform students that there is a screening interview for acceptance in the following September, at which a parent must also be present. There is a four-acre farm on the school grounds, and horticulture students are required to work on this farm for at least one month of the summer following the tenth year.

Special features of the Music and Art option at Andrew Jackson High School, open to all students in the borough of Queens, are the depth and extent of the course offerings in both fields:

Art Electives	**Music Electives**
Fashion Art	Theory
Freehand drawing	Strings
Creative crafts	Woodwinds
Ceramics	Percussion instruments
Sculpture	Girls chorus
Advertising Art	Boys chorus
Graphic art	Mixed chorus
Cinematography	Prep band
Art Studio	Band
Painting	Orchestra
Art Survey	

Two periods of music or art (not necessarily back to back, or in the same elective) are scheduled, in addition to five majors and health education, which give some students a longer school day, but these are far above-average students, whose entrance examination has demonstrated a special talent and/or background in music or art. Entrance examinations are given at the end of January, but admission is only in September. Reading and mathematics scores are also examined and a good academic record is expected. About one hundred students are admitted to the program every year.

Talent Unlimited is actually an educational option which is located in Julia Richman High School and meets every afternoon from 1:00 P.M. to 5:00 P.M. Its specialties are music, dance and drama, and credit is given for successful completion of the work at the end of the term as follows:

- Dance – health education credit
- Drama – English credit
- Vocal Music – music credit

Students who are accepted into Talent Unlimited, after an audition/interview, questionnaire, and presentation of a portfolio of materials or other evidence of talent, are then programmed for morning classes at their home schools. A "Memorandum of Understanding", signed by the guidance counselor and principal of the home school, as well as by the student and parent, postulates periodic meetings with the guidance counselor, reports to the principal of problems interfering with performance, a monthly attendance check, and a numerical grade at the end of the term. Special arrangements are made for extra transportation vouchers, and the lunch period is taken either at the home school or at Julia Richman. The program is open to boys and girls from all boroughs. Talent Unlimited students have performed at hospitals, churchs, museums, settlement houses, business firms, and City Hall.

Guidelines for Acceptance, Retention, and Transfer of Students in Educational Options Programs.

Counselors are often called upon to explain to students and parents the reasons for an acceptance or rejection to an Educational Option Program. Following are the guidelines for acceptance, retention, and transfer of students in Educational Option Programs.

Acceptance of Students Into Program

1. Fifty percent of students should be expected to read on grade level. Within this percentage, one half of the students should be above grade level and the other half should be below grade level.
2. Additionally, it is expected that 25% of the students will be more than one year below grade level in reading. The remaining 25% of the entering students may be reading one or more years above grade level. Within the two smaller groups, the scores should reflect, to the extent possible, a range of abilities.
3. To the extent practicable, pupil representation will be from as many districts and feeder schools as possible.
4. All students admitted to Educational Option programs must give reasonable evidence of continued serious study in the option and of reasonable expectation of success, or they may be returned to their locally zoned high schools. This policy should be made clear to every youngster applying to an Educational Option school prior to his/her acceptance into the program.

Retention of Students

1. All students assigned to Educational Option programs must remain in that school for at least six months (1 term).
2. At the request of the parent and student, a transfer may be effected to the local high school at the end of the minimum one term requirement.
3. At the end of the student's sophomore year, if there is a demonstrable lack of success or a lack of genuine effort in such programs, the Educational Option school has the responsibility of recommending the return of students to their local high school.

ACCESS PROGRAMS

ACCESS Programs directed by the Office of ACCESS Programs of the Division of High Schools provide high schools with access to the development of collaborative, experimental, and alternative approaches to education, and offer information retrieval which might be helpful to schools and organizations with similar concerns. ACCESS Programs are as follows:

1. College Collaboratives

In twenty-two high schools within the five boroughs a variety of collaborative programs between and among high schools and colleges have been developed. Emphasizing college preparatory skills and five-year articulated career-oriented programs, these projects have engendered significant interest and activity pertinent to the development of curricula, methods and materials.

2. Campus High Schools

An example of a college campus program is the Middle College High School, offered in collaboration with LaGuardia Community College. Started in 1974 with students from local feeder schools, this school has reduced the need for intensive remedial instruction for incoming college students. In conjunction with the City College of New York, the High School Division has entered a collaborative planning stage designed to provide a second educational model for an experimental and innovative high school.

3. Mini-Schools

Among the special programs initiated during the last five years are thirty mini-schools affiliated with the larger parent high schools. Some of these mini-schools are housed off-site in separate facilities leased by the Board of Education. Mini-schools serve from 75 to 125 students, and no two mini operations are alike in organization or approach. However, all have in common the characteristics of informality, individualization, and greater student-faculty contact. Mini-schools offer these advantages:

- Small class size, help, individualized instruction, remedial services
- Saturated support and guidance services
- Warm, informal, comfortable atmosphere, with more permissiveness possible than in the larger high school
- Wider range of options in programming and scheduling
- Closer school-home liaison regarding attendance and other problems.
- Audio-visual and other learning aids
- Paraprofessional help
- Guidance services

The typical mini-school [1] has about 120 students, racially and ethnically mixed in a proportion which more or less reflects the school population. A number of these students have shown symptoms of maladjustment ranging from truancy and multiple failures to acting-out and disruptive behavior. As mini-schools show demonstrable success with hitherto failing students, more students with keen potential but low grades have asked to be admitted. A four-day in-school week is not uncommon, with the fifth day reserved for field trips (to museums, points of interest in the community) or volunteer service (in hospitals, nursing homes, institutions for the mentally retarded). The coordinator and teachers of these students generally volunteer for the assignment, and there is very little turnover of staff. Programming is done within the mini-school on a basis of five major subjects plus a credit for community service successfully performed. Thus, these students may earn up to six credits per term, towards the total of thirty-eight required for a diploma. They are permitted, in addition, to take a course such as accounting in the mainstream, but they can receive no more than six credits for mainstream course work per term. In spite of the desire of some of these students to accelerate their progress through high school, it is considered best that they remain the full four years and graduate with their class.

Haaren High School in Manhattan is a complex of ten mini-schools, [2] and every student is enrolled in one of these schools, each with an enrollment of no more than three hundred individuals. Guidance services are provided not only by one of the school-wide counselors, but also by a teacher-adviser assigned to each mini-school; since there is also a coordinator and an assistant principal in supervision for each mini-school, supportive service is always available at the local level. Centralized services are provided by the NYSES employment counselor, the medical team, the Bureau of Child Guidance social worker and psychologist (on a part-time basis), SPARK, the draft adviser, and Homework Helpers. Each mini-school has a lounge and neighborhood or "street" workers (paraprofessionals assigned to each mini-school) who hold interviews there with students and parents. Here also School Volunteers, a group of retired professionals and business people, gives tutorial help in reading and mathematics. Another activity to which the mini-school lounge lends itself has been set up with Dr. Peter Read, Professor of Sociology at Lehman College, who brings his own students with him, and supervises their field work while they talk with Haaren students on a one-to-one basis. Program changes to another mini-school may be made semi-annually, subject to approval by parents, adviser and counselors, if the choice represents a change from the current mini-school. There is a good deal of movement among the two-year and three-year courses – aviation, pre-technical, senior (an exploratory school with emphasis on practical arts and crafts), business-cooperative education, and automotive. (The Mobil Oil Corporation has set up a complete gas station on the second floor.)

N.B. In September 1978 Harren High School and Food and Maritime Trades High School were closed. Students were transferred to a new school, Park West High School at 525 West 50th St. in Manhattan. The Schoolship John W. Brown is also part of Park West High School.

The mini-school at Hillcrest High School Annex (Rehabilitation, Reinforcement, Return – RRR) is a school for potential dropouts, although occasionally other underachieving students ask to be admitted. These

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students have a five-period day (with lunch an optional sixth period). The aim of the program is to return the students to the mainstream. Since Hillcrest has four cycles a year, a few students achieve this at the end of each cycle. While at RRR, their work is made easier for them since all homework and reports are done in class, and classes are largely remedial. Conditions for returning to the regular program are a positive attendance record, a passing grade in all subjects for the cycle, and an expressed desire to return. Since there is a branch of Auxiliary Services for High Schools (ASHS), which offers High School Equivalency Examination preparation in the same building, some students may choose to prepare for the General Equivalency Examination, rather than remain at RRR. Some who drop out may decide after a time to attend an alternative school.

4. The Independent Alternative High Schools

Eleven independent alternative high schools provide additional diversity for a school system which is committed to offering a variety of educational options. These schools attempt to meet the needs of students who represent any of four basic groups: pre-college students, career-bound students, students interested in an external educational experience, and students who are potential or actual dropouts. The alternative schools which include Harlem Prep, High School Redirection Program, Lower East Side High School, Pacific Alternative High School, Park East High School, P.M. High School, Satellite Academy for Career Education (four locations), West Side High School, and Auxiliary Services for High Schools, are located in municipal, industrial, residential and business areas throughout the city. Approximately 3,700 students benefit from the schools' utilization of New York City as an educational resource, and from cooperative efforts between private organizations or public agencies and the school.

Independent alternative high schools have these features in common:

- Flexible programming
- Part-time work-study programs
- Independent study opportunities
- External learning – e.g., a dance course at the local Y, an art course at a museum
- Emphasis on community service and field work
- Use of paraprofessionals and neighborhood street workers
- Self-motivating courses, such as survival training, emotional growth, group dynamics.

It must be remembered that students who come to alternative schools are not forced to do so; they have made a conscious choice. Thus, the early-school-leaving rate in these schools is considerably lower than in other high schools.

A "typical" alternative high school – though there is really no such school because alternative schools are established to meet the needs of a particular community or are dedicated to a particular concept[3] – maintains an informal atmosphere. Teachers and students often call each other by their first names, and a high degree of "family" feeling is encouraged – by means of weekly "family" meetings, town meetings, and group sessions. Students are present at intake interviews for new applicants. Cyclical organization – four ten-week cycles – often is used to give students a chance to change courses frequently and to correct errors of judgment.

Some courses offered are:

Men's Sports
Black History
Beginning Shorthand
Group Dynamics
Mathematics Laboratory
Reading Laboratory
Playwriting
Human Sexuality
Civil Service Prep
Automotive Theory
Conversational Spanish
Creative Writing
People and Their Work
Record Keeping
English as a Second Language (ESL)
Sign-Making
Male and Female Roles
Typing
Puerto Rican Experience
Biology
Clothing Construction
Introduction to Philosophy
Photography
Drug Abuse
Rhythms
Minorities, USA
Culture in New York
Merchandising
Communications Skills
Critical Reading

Two levels of preparation for the High School Equivalency Examination also are offered, so that students who are not able or willing to pursue the traditional diploma requirements and sequences can graduate. Alternative schools are helping an increasing number of students in both categories.

Park East High School prefers to be known as a model for a future comprehensive high school rather than an alternative school. It does not limit its students to early school leavers or those over seventeen, but takes a range of students from the community. It is under the joint control of the Board of Education and a community group called the Committee for a Comprehensive Education Center (CECC). The hours of operation – 8:00 A.M. to 10:00 P.M. – reflect the community-based ideal that adults and teenagers should be able to attend classes both during the day and the evening. It is felt that enabling teenagers and adults to study together puts an end to the artificial isolation of young people, which may be a factor in distorting their attitude toward adults. Thus adults also are encouraged to take courses leading to the diploma or the high school equivalency examination, although single skills courses are also given.

The community-based aspects of the school are further emphasized by:

- An early learning center, housing up to twenty-five children
- Creation of group homes for children who do not have viable living situations
- An in-house drug program in collaboration with Metro North
- Use of the school gymnasium by youth groups on the block
- A post-high school program in bilingual education

While Park East shares with other alternative schools the mastery system of grading based on competency, it makes a special effort to tie the curriculum to community needs and interests. For example, innovative features include:

- Environmental education field trips to wildlife centers
- Outdoor education and survival training
- Internships for career-cluster students in twenty-five institutions, including supermarkets, businesses, hospitals, electrical repair shops
- Relationships with many organizations which contribute money, materials, health services, and arrange for guest speakers.

The school is proud of the fact that of their first graduating class of sixty-three students, forty-seven went on to higher education, eleven of whom won scholarships and fellowships.

A substantial number of urban youngsters, some highly capable, have answered the questions of why they exhibit a low achievement level with these responses; "I don't like school"; "I have been in school too many years of my life"; "School turns me off". To "turn" these students "on" again, many field-work program schools have been organized. An alternative high school program which is quite innovative is "the school without walls" first originated at the Parkway High School in Philadelphia in 1969. The rationale for this type of school is to release students for a term or more to take advantage of the vast educational experiences inherent in the urban environment and to learn by seeing and doing. New York City's City As School (CAS) is considered to be among the most advanced of such schools without walls.

City As School has about two hundred students, a counselor, eight licensed teachers who also function as teacher-advisers and an additional teaching staff of about fifty community resource persons. CAS students are mostly juniors and seniors, and acceptance for enrollment is based on a thorough student interview and formal application, both presenting evidence of maturity and responsibility. Student peers help to make admissions decisions, and student collaboration is invited in planning courses. Hours are flexible; CAS students can go to classes evenings, Saturdays, and even Sundays. They receive a supply of tokens for the extra travel involved.

CAS tries to avoid using New York City's resources in an unstructured way by adhering to the usual diploma requirements and using every tenth week of the four cycles a year for seminars, evaluation, guidance and counseling, and preparation for the next cycle. Students are not given numerical grades in their course work; to receive credit, students must keep a daily log of impressions and reactions to each course, write an interim report three times during the term, and collaborate with the instructor on the evaluation of their experience at the end of the term. Reports of attendance and progress are sent to the home school, where the student is still on register, and the student has the option to return if the CAS program is unsuitable. The CAS student handbook even discusses dress codes appropriate to the location of various resources. For students desiring more formal education, as well as those lacking required courses that cannot be taught anywhere but in a traditional school, Brooklyn College and the Polytechnic Institute of New York allow CAS students to enroll free of charge for courses in which there is room after college registration.

Students are placed with governmental agencies, non-profit organizations, businesses and cultural institutions. The following are some places where courses are given:

- Congressmen's New York offices
- Manhattan School of Music
- Hurwitz Real Estate and Insurance Company
- League of Women Voters
- Parks Department
- Newspaper and television offices
- The Zoological Society
- Museums, libraries, day care centers, theatres
- The United Federation of Teachers
- Good Housekeeping Magazine
- The Statue of Liberty
- The United Nations
- Richmondtown Restoration
- Federal Trade Commission

City As School students have engaged in activities as diverse as clerical work, carpentry, apprenticeship in television production, data processing, working with remedial reading teachers, participating in a consumer advocate program, being a museum guide, assisting in occupational therapy, or preparing an "historic" newsletter. There are not enough personnel to monitor all students continuously at all activities, but the CAS staff maintains an ongoing evaluation of both the students' work and the resources. The attendance record of these students is extraordinarily high, and they earn more credits than they ordinarily would had they remained in a regular high school. Students who graduate from City As School receive a CAS diploma, as well as a home-school diploma.

5. Special Skills Programs

The Office of ACCESS Programs coordinates programs for pupils with special educational needs. Emphasis is given to remedial programs in reading and mathematics. Approximately ninety-five high schools serve as sites for these New York City tax-levy programs.

6. Self-renewal Projects

The Economic Development Council, representing over 200 companies and corporations, is engaged in a cooperative effort with eight New York City high schools. This pilot program is designed to find ways in which schools and business organizations, working together, can utilize the unique skills of each to benefit the total educational experience. The focus is on the development of a process of self-renewal; a process that can become an ongoing, practical part of the administrative structure of the schools.

7. Executive High School Internships

Another program, aimed at a target population of juniors and seniors disenchanted with the regular curriculum and working below their potential, has been organized by the Human Resources Administration (HRA), jointly with the Board of Education. Teachers and HRA coordinators – each responsible for twenty-five interns – monitor the program, the students' daily logs and term projects, and conduct a weekly seminar. Ten high schools are presently participating in the program, and sponsors include government agencies, newspapers and TV stations, law offices and courts, business organizations and community organizations. Executive interns, however, unlike CAS students, may remain away from their school for only one semester.

The guidance counselors who recommend students for internships are looking for qualities such as maturity and responsibility. A memorandum of understanding is signed by student, parent, counselor, and the program director regarding performance necessary to receive academic credit for the term. College admissions offices have viewed this experience as a positive factor in evaluating a student's potential. The internships have helped to develop, confirm, or change possible career goals as a result of such on-the-job experiences as those reported here:

- After an internship with the executive producer at WNBC-TV, one student said, "I've got my life planned out now. I know what I want to do; I know what it requires; and I know how I'm going to do it."
- A student is in middle management at the Off-Track Betting Corporation, "and she is helping to redesign the corporation's offices so they can conserve energy."
- An intern working with the supervisor of minority relations among people with Spanish surnames at The American Telephone and Telegraph Company (AT&T) said "I'd been cutting classes, and I hadn't been doing things I was supposed to do if I didn't like them. I just wasn't in to school. But now when I go back, it will be for my purposes. I've learned you have to put up with things you don't like if you want to get anywhere, so I'll do things because they are good for *me*."

Many other cities across the nation are now setting up Executive High School Internships based on the New York City model.

FIELD OPTIONS IN THE REGULAR HIGH SCHOOL

Some of the newer high schools, for instance, Hillcrest High School in Queens, have incorporated some features of "schools without walls". Hillcrest seniors may choose a field course related to their personal career interests for one or two ten-week cycles; eligibility is not based on scholastic success, although minimum competence in basic skills is required. An effort to match sponsoring agencies with career interests is made; for example:

- Medical and health careers – hospitals
- Law and legal secretarial careers – law firms, courts
- Veterinary careers – animal hospitals, American Societies for the Prevention of Cruelty to Animals (ASPCA's)
- Teaching careers – elementary schools
- Social work careers – senior citizens' recreation centers

Placements are made in private business for future office workers, and in the Environmental Protection Agency for students interested in ecology as a career. Liaison is maintained with the Executive Internship program for placement, and also with the Mayor's Voluntary Action Center.

Students may attend school in the morning and then report to their jobs, which are unsalaried. Numerical grades are given at the end of the course, based upon weekly attendance, logs, reports, and seminars. One day a week, students report back to the home school for seminars, and the program coordinator makes at least one visit to the job during each cycle. The program coordinator maintains close contact with sponsors as well, and student performance is monitored continuously by way of telephone calls, daily logs, and reports.

Other options at Hillcrest High School are the two-year career programs in six areas: communications, art, music, business, health, and electro-mechanical technology. Guidance counselors help students select sequences of courses which can lead either to careers immediately after graduation or to continuing education in four-year colleges or community colleges. Field work to round out these career programs is provided by Queens General Hospital, Manhattan School of Music, Lincoln Center, the Metropolitan Museum of Art, The Queens Playhouse, and other business, cultural, and welfare agencies. Students get course credit for successful field experience in one or two cycles to supplement the in-school facilities for the career programs.

HIGH SCHOOL-COLLEGE "BRIDGES"

As the years of schooling for youth are extended, more interest in college life is expressed by high school students, as well as greater eagerness to succeed in the college experience. Disadvantaged minority group youth especially tend to think of college as a vehicle for their upward mobility. To encourage them to apply for admission to college, a number of recent high school-college programs have provided an opportunity for high school students to sample college courses and/or college life.

1. Operation "High Jump"

It is no longer necessary for a high school student to be accepted for early admission in order to experience college life. Operation High Jump at Queens College has admitted qualified high school seniors (usually with an academic average of 85%) to the School of General Studies and allowed them to take up to six credits a semester. Lehman College in The Bronx has done likewise, and high school seniors in Queens have had this privilege at Queensborough Community College and those in Staten Island; at Staten Island Community College. Several Brooklyn high schools – New Utrecht, Lincoln, Franklin D. Roosevelt, Abraham Lincoln, Boys and Girls – have sent students to Kingsborough Community College to take courses in supermarket management and food marketing for college credit; if they completed these courses successfully, they were guaranteed seats within these programs at the college.

2. CUNY-High School College "Prep" Plan

A novel articulation program between high schools and colleges involving CUNY and the city high school system was announced in September 1974 by the Board of Education and the Board of Higher Education. The schools "wedded" for the college prep plan were:

- Brooklyn College – Thomas Jefferson, John Jay and Wingate High Schools (communications)
- Hunter College – Julia Richman and Seward Park High Schools (communications workshop)
- Lehman College – Lehman High School
- City College – Benjamin Franklin High School

- York College – Springfield Gardens High School
- Staten Island Community College – Curtis and Port Richmond High Schools
- Queens College – Andrew Jackson High School

An experimental high school in conjunction with City College was also planned. The general goals of the "marriage" program were to provide individualized tutorial programs in English, mathematics, and bilingual skills; extra guidance and counseling services; and cooperative, career-oriented courses involving community and senior colleges and high school students.

CAREER-ORIENTED PROJECTS

Career-oriented projects, a currently popular field option for high school students, have been reaching into colleges with increasing frequency. An outstanding program of this sort is the High School-College Continuum coordinated by the Bureau of Educational and Vocational Guidance.

1. High School-College Continuum

Project "High School-College Continuum" is a pilot program funded by the Vocational Education Act through the Center for Career and Occupational Education. Under the direction of the New York City Bureau of Educational and Vocational Guidance, the program is aimed at providing intensive guidance in career development to eleventh and twelfth grade students at four selected high schools: Madison, Evander Childs, Bryant, and Jackson. As an articulation model it provides a career continuum through the sharing of high school and community college facilities.

Through numerous group activities led by the counselor at each school, as well as through a wide variety of on-site, hands-on experiences at the community colleges, students are afforded opportunities to assess their interests, abilities and career aspirations in relation to the demands and opportunities in today's job market. In addition, by obtaining in-depth information about career and technological programs, and through their experiences at the campus schools (New York City Community College, Brooklyn and Voorhees Campus, Bronx Community College), students discover alternatives and options and are assisted in formulating their decisions with regard to post-secondary education.

There has also been widespread participation of resource people from business and industry. Through programs of in-class dissemination of information, supplemented by on-site visits to plants and companies, students have gained current information on job trends and opportunities, as well as firsthand information about working conditions and environments. More than twenty companies participated including: McGraw-Hill, S & S Corrugated Paper Machinery, New York Telephone, W & H Machine Tool Company, Kerns Manufacturing Corporation, Manufacturers Hanover Trust, Color Lithographers Service, and Macy's.

2. Premedical Research and Education Program (PREP)

New York University Medical School at Bellevue developed a Saturday and summer program with the purpose of increasing the number of minority group students entering the field of medicine. For juniors and seniors enrolled in the program (selection was made at the end of the sophomore year), a motivational experience was provided by allowing students to see for themselves what would be expected of them in college and medical school.

Saturday classes, which were conducted as laboratories, met both morning and afternoon at Bellevue. Some, such as Comparative Anatomy and Embryology, required biology as a pre-requisite; some, such as Techniques in Organic Chemistry, Pharmacology, and Bacteriology, required chemistry; Computer Programming required algebra and geometry; and still others, e.g., How to Do Medical Experiments, no prerequisites. The students in attendance were above average and had maintained an academic average of 85% or higher when they were chosen. The teachers or "preceptors" were second-year medical students from New York University.

The summer College Transitional Program was designed to give entering college freshmen a firsthand look at what their first college year might be like. They spent six weeks on a college campus, taking courses, laboratory work, midterms, and finals in science and mathematics.

PREP offered the following additional services:

- Medical, dental, and psychiatric care, free of charge
- Individual tutoring by medical students
- Field trips
- Financial assistance for college-board examination fees and trips to campuses
- Intensive college guidance and counseling.

3. Other Projects

LaGuardia Community College has tapped seven Queens junior high schools to select students for its new Middle College High School which spans grades ten, eleven, and twelve and the first two years of college.

Brandeis High School has sent business-oriented students to Manhattan Community College for computer classes; Erasmus Hall, to New York City Community College for an advanced placement course in accounting; George Washington High School, to Bronx Community College for a two-year sequence in business careers.

VOCATIONAL-TECHNICAL HIGH SCHOOL PROGRAMS

An intensive and thorough training for the skilled trades is offered in the vocational-technical high schools. Each year many more students apply to these schools than can be accommodated. The vocational-technical high schools offer courses in industrial arts, home economics, health careers, and business education.

Students in the academic high schools have several opportunities to learn trade skills:

- As part of their school day, in the *Shared Instruction Services Program*
- After school hours, in the *After-School Occupational Skills Program*

(For a description of the programs noted, see Chapter IV.)

Furthermore, many of the academic comprehensive high schools offer elective courses to develop occupational skills.

Every new high school is being equipped with six or seven industrial arts and home economics shops to provide students, during their ninth and tenth years, with guidance and experiences that may help them in career choices.

Existing high schools also provide students with opportunities for trying out occupational programs. For example, all academic-comprehensive high schools offer courses in business education, industrial arts, and home economics for students who may wish to enter careers in business, industry, or the fashion trades.

Some academic-comprehensive high schools with more extensive shop facilities have developed programs of occupational exploration to give further assistance in career choice.

NOTES

1. Information based on mini-school at Francis Lewis High School, Queens.

2. For a description of the inception of this mini-school complex, see *Matters of Choice: A Ford Foundation Report on Alternative Schools* New York: Ford Foundation, 1974.)

3. Harlem Prep, for example, is focused on the concept of academic excellence.

chapter 6

Specialized services for high school youth

A variety of specialized services is available in high schools throughout the city to facilitate learning and aid students in overcoming problems, language difficulties, personality problems, and behavioral deviations. These specialized services offer individual and group tutoring help with school subjects, college and career counseling, and opportunities to offer service. Following is a sampling of such specialized services:

TUTORIAL PROGRAMS

There are many reasons for a student temporarily to fall behind in his or her work in the course of the school year. Such students may not need special services for deep-seated problems, but may be failing in one or more subjects because of any number of circumstances:

- Absence due to illness
- Excessive lateness to school or to class
- Failure to do assigned homework, or to do it on time
- Neglecting to follow teacher's instructions
- Inattention in class
- Lack of a proper notebook
- Forgetting to bring textbook or other materials to class
- Absence from a class on days pupil is in school
- Sudden access to "social life"
- Family problems
- Change of residence resulting in transfer to another high school
- Period of discouragement following a poor report card
- Learning breakdown due to inability to grasp a concept in sequential learning.

Parents of such students often contact counselors before school-wide, city or state examinations to ask for tutoring, and students are generally receptive to an offer of such tutoring.

Members of Arista and other honor societies in the high schools consider tutoring an ongoing project of primary importance among their varied activities, and counselors arrange for them to tutor during lunch periods or before or after school. At Flushing High School, a tutorial center under the direction of a part time coordinator and a paraprofessional processes all teacher referrals and assigns each student to an individual tutor for one period each day. At Hillcrest High School, undergraduates from six colleges – Queens College, York College, St. John's University, City College, New York University, and Hunter College – spend "a professional year," as the field component of their pre teaching experience. In the course of observing a remedial skills class in social studies for example, these college interns may take the opportunity to tutor students individually or in small groups of two or three students;

this tutoring experience helps them later on with their own student teaching. Daily tutoring, on a one-to-one basis, generally proves helpful to a student who has fallen behind.

There are more formal programs, some federally funded, which also offer this interim kind of help:

- Peer Tutoring Program
- Upward Bound (at Queens College)
- Title I Programs

PEER TUTORING PROGRAM

This is a federally funded program which employs a coordinator (from among the teaching staff) to organize a student corps of tutors, paid at the prevailing hourly rate, to work during lunch periods and before and after school hours.

UPWARD BOUND

Although it is not strictly an on-site tutorial program, this joint college-high school project offers its services on the college campus every afternoon and Saturday mornings. Counselors refer students for tutoring with the understanding that they will attend regularly, after reporting for a preliminary interview at the college. Eligibility requirements are similar to those of other federally funded remedial programs – low achievement, economic and educational disadvantage, and evidence of some potential. Carfare is provided, plus lunch and a token stipend during the summer session.

There are two arrangements – one for the school year, the other for the summer. Tutors during the year are mainly college undergraduates with some who are college graduates. In the summer, licensed high school teachers are the tutors. All the cultural and athletic facilities of the campus are open to the students; indeed, one day a week is reserved for field trips, club meetings, and visits. Summer students also put out a literary magazine.

Close contact is maintained between the entire Upward Bound unit at the college and the high school guidance counselor. Joint meetings are held in the high school once or twice a year to review the record of students in the Upward Bound Program. Intensive college guidance is also given to these students.

TITLE I PROGRAMS

The Elementary and Secondary School Education Act (ESEA) was passed in 1965 and is best known for the section called Title I. This is, therefore, not a temporary remedial or tutorial program in any sense, and the grade span of its target population covers preschool years up to the twelfth grade. Funds are administered by the three levels of government: the United States Office of Education (Federal), the New York State Education Department, and the New York City Board of Education.

Eligibility criteria for the schools are determined by a computerized system which weighs the "poverty percentage" of the student body (recipients of Aid to Families with Dependent Children and of the Free Lunch Program) with a series of attendance area maps ranked in order of poverty and survey forms filled out by school principals; these give a print-out summary of eligible pupils in both public and nonpublic schools. Remedial instruction in mathematics, reading, and bilingual education is presently provided, plus extra guidance services, and individual instruction and tutoring by paraprofessionals. Title I funds do not supplant other programs or take the place of local tax-levy funds.

The Title I High School Reading Programs were developed to meet the needs of students two or more years retarded in reading. The programs are established in ninety New York City high schools and serve almost 40,000 students. A teacher and a paraprofessional are assigned to each class of twenty students.

Basic to the effective functioning of these programs is the teacher-training component. The program is a diagnostic prescriptive one. The reading deficiencies of each student are analyzed, and work is assigned for remediation on an individual basis. Reading laboratories are equipped with a wide variety of materials which allow for individualized and small-group instruction. Students in the reading programs, most of whom read between 4.0 and 6.0, come to their reading classes even when they cut other classes; over a period of time their attendance improves, and then more students are able to graduate with diplomas.

BILINGUAL EDUCATION PROGRAMS

The Office of Bilingual Education was established in August 1972 as the central unit to coordinate bilingual instruction in the New York City schools. This office, which in 1976 became the Center for Bilingual Education of the Division of Educational Planning and Support, has major responsibility for the development and implementation of bilingual and English-as-a-second-language programs, the preparation and dissemination of bilingual classroom materials, research practices and information (through its Cross-Cultural Training and

Resource Center), and the preparation and training of teachers and paraprofessionals in the rationale and methodology of bilingual/bicultural education.

Programs have been established to meet the needs of Chinese, French, Greek, Hispanic, Italian, Native American and Vietnamese students. These programs have produced a new approach to teaching non-English speaking students. The National Association of Teachers of English to Speakers of Other Languages asserts that the perspective of American educators has changed from a "rejection of other languages to an acceptance of them as valuable national resources and a valid and even necessary medium for instruction."

Aspira v. the Board of Education

On August 29, 1974 Judge Marvin E. Frankel signed a consent decree which directed the New York City Board of Education to provide bilingual education in elementary, junior high, and high schools for all Hispanic children who have difficulty with the English language.

The consent decree was a compromise between school Chancellor Irving Anker's Office and two related Puerto Rican educational groups, who initiated a class-action suit against the Board of Education in September 1972, stating that the city school system failed to meet the needs of Spanish-speaking children, thereby causing high truancy and dropout rates among these youngsters, and that low reading scores by Spanish-speaking children were the result of their inability to understand English. The decree stated that all children whose English language deficiency prevents them from effectively participating in the learning process and who can more effectively participate in Spanish shall receive: intensive instruction in English, instruction in the substantive areas in Spanish, and reinforcement of the use of Spanish and reading comprehension in Spanish where a need is indicated.

The decree also emphasized that pupils in the program should spend the maximum time possible with other children to avoid isolation and segregation from their non-Spanish speaking peers.

Participation in a bilingual education program is determined by the results of the Language Assessment Battery (LAB). As determined by the results of the Language Assessment Battery, pupils who are able to learn basic school subjects in Spanish and not in English are assigned to the program. There is an annual evaluation each spring to measure the ability of Spanish-speaking students to function effectively in both Spanish and English. Students new to the public schools undergo this evaluation within ten calendar days of entering school.

The program is for Spanish-speaking students from Puerto Rico and Spanish-speaking countries. (See Special Circular No. 11, 1975-76.) Bilingual instruction is also provided under the Lau program for students who speak other languages, such as Chinese, Greek, Italian, French, Hebrew. (See Special Circular 69, 1977-78.)

The Bilingual Guidance Counselor

The work of the bilingual guidance counselor is total omnibus counseling, including admission, orientation, evaluation of foreign records, programming, college guidance, crisis counseling, and agency referrals. Since a parent accompanies the student upon admission, printed and oral briefing on the school's rules and services are given at this point. Even the diagnostic reading test is given by the counselor to students who arrive each day from their home countries. Like other counselors, the bilingual counselor works closely with the members of the school's pupil-personnel team (see Chapter II), and particularly with the medical team, since many of the new arrivals may be in need of a variety of health services.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

A typical ESL program in a high school with a substantial number of non-English speaking students provides for pupils on three different levels: elementary, intermediate and advanced.

The audio-lingual approach is used in these classes, and the skills of listening, speaking, reading, and writing are stressed on all levels. Students are placed in ESL classes based on the recommendations of guidance counselors from the feeding schools and from within the school itself. The LAB (Language Assessment Battery) Scale for Rating Pupils' Ability to Speak English and teacher recommendations are two of the screening devices used.

The ESL reimbursable program has two additional facets: The Native Language Arts Program and the Music Language Arts Program. The Native Language Arts Program (NLA) is an attempt to teach illiterate pupils in their native language with the stress on developing reading and writing skills. The student also receives instruction in ESL.

The Music Language Arts Program is an innovative approach to teaching non-English speaking students ESL through the use of music. Vocabulary and structures are developed by means of songs. The ESL Unit of the Center for Bilingual Education has developed a course of study and model lesson plans for this program.

PEER GROUP PROGRAMS

Educators in all fields of learning are coming to accept what guidance counselors have always believed – that cognitive learning alone is not enough, and that an affective component is essential to behavior modification. For example, millions of American continue to smoke. When behavior modification is the goal, the way to change is sought other than in warnings and dissemination of information. In the high schools, it is sometimes sought through peer group interaction which may bring about real communication. With the help of a skilled adult facilitator, alternatives to self-destructive behavior are tried and eventually internalized as positive coping patterns.

1. School Prevention of Addiction Through Rehabilitation and Knowledge (SPARK)

The SPARK program is organized according to the concept of the worth of group counseling and group dynamics in preventing drug addiction. Monitored by the Addiction Services Agency (ASA) and funded annually by the state legislature through the Drug Abuse Control Commission (DACC), SPARK places at least one Drug Education Specialist (DES) in every New York City high school, and an additional paraprofessional, the Instructor in Addiction (IA) in those with a high incidence of drug abuse. The SPARK program philosophy recognizes that:

- Ongoing, cohesive groups, meeting at least once a week can provide peer group support and pressure.
- Staff and peer group leaders must themselves possess personal warmth, ability to relate to people, and an understanding of the lifestyle of others.
- A "sanctuary within the school" may be developed where young people may go to learn about themselves, to learn to like themselves and to grow by interaction with others. [1]

Drug education specialists and other SPARK staff do not provide treatment or therapy; their emphasis is on early intervention and prevention. It is estimated that they spend only five percent of their time on drug problems per se, and the rest on drug-related problems. Counselors and SPARK staff recognize that drug abuse is merely a symptom of loneliness, alienation, anxiety, poor health, poverty, and debased self-image. Peer pressure plays a part; indeed, most students who admit to using drugs also claim they started because their friends were doing it, but students do not claim that force was used to initiate them into drug usage. The difference between the occasional user and the addict or preaddict depends upon how great a part the need to "get high" plays in the life of the youngster, and what "getting high" means to him in terms of daily functioning.

Peer group sessions are structured so that both individuals and the group have definite goals as they move from expressing feelings to problem solving. Sometimes these goals are embodied in a contract, written or oral; students who do not adhere to the contract may find themselves eased out of the group by the others. Referrals to the group come in a number of ways; some students are referred through the network of the school's pupil-personnel team, some refer themselves, and others are sought out as their attendance, achievement, and behavior deteriorate. Humanistic techniques are widely used to help in values clarification and problem solving.

The program also presently is using peer group techniques to fight alcohol abuse and is cooperating with such groups as Alateen and ACCEPT (the Alcoholism Center Coordinating Education, Prevention and Treatment). It is considered important to cooperate as closely as possible with school faculty, parents, community agencies, feeder schools, and the therapeutic communities or after-school facilities in the area.

The relationship of the SPARK program to guidance is that it is another modality which is part of the extended pupil-personnel team of the school. The ideal model is a single intake center – the guidance office – with screening for all special problems, of which drug abuse is one. The non-directive guidance approach of the SPARK program points to a future trend in the direction of staffing drug education programs with full-time licensed counselors, assisted by paraprofessionals and peer group leaders from the student body.

2. Peer Group Leadership Program

In eighteen New York City high schools, [2] there is a federally funded program to train student leaders. The Peer Group Leadership Program deals with problems other than drug abuse, such as smoking, lack of appropriate sex education, veneral disease, even racial conflict. It would be extremely difficult to establish a special program to deal with every identifiable problem of high school students. Establishing peer groups is seen as a basic technique for handling different kinds of problems.

The twenty to twenty-five peer group leaders in each school and the faculty adviser are all volunteers, who devote time after school and on weekends to training sessions at a settlement house camp near Kingston, N.Y. The purpose of the training sessions is not only to perpetuate and refine the program in New York City, but also to replicate it in upstate school systems, whose representatives also attend. General supervision of the program in each high school is exercised by the assistant principal in guidance and the guidance staff to whom the faculty adviser is responsible. There are one part-time and two full-time field supervisors operating out of the Peer Group Leadership Program Director's office.

The motto of this program, NCLRST, is seen wherever its members are functioning or training. NCLRST is a mnemonic which helps trainers and trainees keep the program in focus and means the following:

N – Non-directive, non-judgmental, non-threatening
C – Caring, concerned, compassionate
L – Listening, loving
R – Real, responsible
S – Support, service
T – Trustworthy, trusting

At the weekend training sessions which take place throughout the school year, this Rogerian approach is utilized in educating youth to lead youth. Learning in group dynamics is never completed, and peer group leaders are authorized to set up groups for the target population in their home schools. It is expected that peer group sessions should reach half of the student body in each school; skilled student leaders can go into a subject classroom, for example, form two groups of ten to fifteen each, and hold a group dynamics session relating to a particular problem which has surfaced in the class or group. The faculty adviser, and occasionally the principal, sits in with these group leaders. Course credit is given in some of the high schools to group leaders and to some college undergraduates, many of whom are planning to become paraprofessionals in group dynamics, or to go on to major in psychology. (They also receive a token salary for ten working hours a week, although they may work much longer than ten hours.) The theme of youth helping youth is also carried out at the program's headquarters, where clerical work, arrangements for bus trips to camp, and office routine are processed by executive interns from the high school.

STUDENT VOLUNTEER PROGRAMS

There is a reservoir of idealism in the soul of every adolescent, which responds to calls for help in the service of humanity. Students who are enrolled in career sequences or options calling for unpaid field work do derive some material gain for such work, in the form of credits. Young people will, however, take volunteer jobs to render service and for a variety of other reasons: a change of pace, an adventure into the unknown, a refuge from boredom, or a learning experience. It is only necessary to disseminate volunteer job information widely, and children will come to the guidance office to apply.

During the Easter recess the Red Cross conducts an annual recruitment drive for summer volunteer jobs in hospitals, homes for the aged, and day care centers. Student volunteers are called "candy stripers." The Red Cross lends volunteers "candy-striper" uniforms free of charge, and does not make use of them simply as unpaid help, but visits job locations regularly to see that learning experiences are provided. Some hospital volunteers are eleventh-grade students enrolled in Children with Retarded Mental Development (CRMD) classes, part of whose curriculum is to devote one day a week to such work.

The High School Volunteer Program, a unit of the Mayor's Voluntary Action Center, places high school students in about three thousand volunteer jobs a year in community and government service agencies, such as the Legal Aid Society, day care centers, the Office of the District Attorney, the county clerk's office, schools, hospitals, tutoring centers, museums, youth centers. Applicants from ages fourteen through nineteen are screened by application, individual interview at the High School Volunteer Program, and agency interview. Volunteer Program jobs are not merely summer jobs, but year-round placements. If the placement is part of an educational option course, academic credit may be granted. This program, which works closely with the School Volunteer Program (a group of retired persons who also offer their unpaid services to the schools) and the Neighborhood Youth Corps of the federal Youth Services Administration, serves as a clearinghouse for students wishing to test their career choices in actual work settings.

NOTES

1. SPARK recognizes, however, that an encounter approach, which may work with adult addicts, is too lacerating and ego-stripping for the insecure adolescent target population.

2. They are Charles Evans Hughes, High School of Music and Art, Seward Park, Alexander Hamilton, Franklin D. Roosevelt, Franklin K. Lane, George Westinghouse, Sheepshead Bay, South Shore, DeWitt Clinton, Evander Childs, Harry S. Truman, Samuel Gompers, Walton, John Bowne, Springfield Gardens, Port Richmond and Susan E. Wagner.

chapter 7

Serving youth with special needs

When young people are not able to function in the regular high school setting either temporarily or permanently, their education continues in special classes or schools, until they are able to return to the mainstream, if that is possible. Such special resources must be provided for:

- Pregnant teenagers
- Emotionally disturbed children
- Patients in hospitals and institutions
- Physically handicapped pupils – orthopedically, medically, visually, hearing, speech-impaired, or brain-injured
- Mentally retarded students.

SCHOOLS FOR PREGNANT TEENAGERS

Although there are alternative schools for pregnant teenagers, the option to attend rests with the youngster. The guidance counselor or health counselor in the home school informs the pregnant student of four options for continued education:[1]

- She may remain in her regular school program as long as her physical and emotional condition permits.
- She may transfer to one of the special schools for pregnant teenagers.
- She may enter a resident shelter for unmarried girls and there receive instruction from a teacher assigned by the Board of Education, under the supervision of the "400" schools of the Bureau for the Education of the Physically Handicapped
- She may, if enrolled in a Special Education program, receive instruction at home from a teacher assigned by the Bureau for the Education of the Physically Handicapped, upon the doctor's recommendation.

The schools for pregnant teenagers receive Title I funds, in addition to local tax-levy funds, for individualized remedial instruction in reading, mathematics, and bilingual education. Funding also is provided for home economics, business skills and preparation for parenting and child care courses. Each school has a guidance counselor.

The counselor inevitably deals with personal problems. For example, a girl coming late to school on a certain morning may have a clinic appointment or a problem with a baby sitter; problems of attendance, discipline, educational planning, career and college goals must be viewed in the light of the present home situation. A girl filling out an application to attend Hunter College, where she wishes to study nursing, should consider whether a two-year course, with completion of the other two years in the evening, will better enable her to take care of the baby, assume responsibility for its support, and learn skills which will make her independent.

When a girl chooses to enter the special school environment, often after pupil and parents have visited the school, contact is maintained between the counselor in the home school and in the new school. This not only means the transfer of records, but also consultation – by letter or telephone – on what subjects are best for the student to take for diploma requirements. Because the girls share a common situation – although they are at different stages of pregnancy or in the post-partum period – group counseling is frequently used. Such a group may start out with an educational problem concerning program planning or filling out college applications, but their explorations usually encompass related personal problems. The counselor works within the context of these insights and suggestions:

- Most members of the group want to have and keep their babies, while some may wish to offer their children for adoption.
- They usually need to enhance their self-awareness, self-image, sense of worth and dignity. They must answer the question: Who am I?
- An understanding of the responsibilities of being a parent will strengthen these ego characteristics.
- The acquisition of marketable job skills through adequate career planning and education and/or viable plans for post-secondary education will ease the responsibilities of parenthood.
- The capability to make their own decisions will help the girls to deal with future problems.
- The topic of how to prevent this situation from happening again should be explored.

The counselor also is involved with activities which may, in other schools, be undertaken by teachers, such as helping select appropriate reading and instructional materials, and making visits to potential job sites. Many of these girls are severely retarded in reading and respond well to books and pamphlets relating to maternity, pregnancy, infant care, health resources in the community, and sex education. The counselor may accompany the business education teacher who is taking a group to visit the Western Electric Company or the Port Authority Office because the students will feel more comfortable if the counselor is there. The counselor takes groups to a college "Open House" for the same reason. (About half of the students who have been in special schools for pregnant girls do go on to college.)

Counselors in these schools find themselves more involved with social agencies, hospitals, and the courts than counselors in other high schools because some of the students are foster children, some are referred from hospitals or family court, and some wish to arrange adoption for their children. When the time comes to return the student to the mainstream, student and counselors discuss whether it is a good idea to return to the same school with the same friends and acquaintances, or to request a variance (through the Office of High School Placement) and return to another school. In either case, personal contact is made with the counselor of the receiving school, and a letter is sent describing in detail the work successfully completed at the special school.

THE COUNSELOR AND THE HANDICAPPED CHILD

Many handicapped children have been physically, socially, emotionally, and educationally deprived, and require extra sensitivity and expertise on the part of the counselor. While the pupil's environment must be adjusted and the pupil's program adpated so that he or she may have, as far as possible, the same experiences as other children, overprotection should be avoided, and stress should be placed on the positives in the total makeup of the individual, rather than on the negative aspects of the disability itself. The guidance counselor of the handicapped child is a member of a multidisciplinary team and works in close cooperation with school medical personnel and the clinical services of the Bureau of Child Guidance, plus the special Board of Education resources available. Pupils and their families should be helped to understand how special public and private agencies and services may assist them and how to cooperate with these services. Counselors not only welcome handicapped students into the school, but help others accept them by interpreting their problems to teachers and other students.

On the high school level, special Board of Education resources are available for students who are:

- emotionally handicapped
- physically handicapped (including neurologically impaired, emotionally handicapped – NIEH)
- visually impaired
- hearing impaired
- speech impaired
- mentally retarded

While screening of such pupils in most cases has been completed in the lower grades, it occasionally happens that a transfer pupil from an out-of-city school or a pupil somehow previously unrecognized comes to the attention of the counselor and must be made aware of services available to him or her. The first step in new placement of a handicapped child is always a referral to the Committee on the Handicapped.

EDUCATION OF THE EMOTIONALLY HANDICAPPED

Special education services for emotionally handicapped children are provided in special schools and in special class programs in regular schools under the jurisdiction of the Division of Special Education and Pupil Personnel Services.

The program of the special schools for emotionally handicapped students is designed to provide a planned educational program with a concentration of supportive services for emotionally handicapped children of school age whose behavior patterns necessitate placement in special schools. These behavioral patterns may range from the reactive to the psychotic. The programs of the special schools are tailored to meet the educational, emotional, social, and physical needs of pre-adolescents and adolescents between the ages of sixteen and twenty-one.

The special schools are to be found in many settings:

- Day Schools
- Psychiatric Hospitals
- Treatment Centers (day and residential)
- Juvenile Centers
- Institutions
- Treatment Centers for Former Narcotic Addicts and Drug Users
- Alternatives to Detention Centers.

There are twelve Special Day Schools, where the primary focus is on rehabilitation. The aim of the day schools is to return pupils to the regular mainstream as quickly as is appropriate for the individual child, and to provide guidance and educational training having rehabilitative value that will make itself evident in preparing the student for wholesome living, law-abiding citizenship, and job adjustment.

Eight of the twelve day schools are intermediate level schools which include grades 5 to 8 or 5 to 9. Three of the day schools are for adolescent boys and include grades 9 to 12, while one of the schools is for adolescent girls in grades 7 to 12. One school is coeducational, serving both adolescent boys and girls. Many students in the Special Day Schools reveal primary behavior disorder which has manifested itself in disruptive and aggressive behavior, extensive in scope and serious in nature.

In addition to specially planned curriculum offerings, including remediation in reading and mathematics, the day schools also have the supportive services of guidance and clinical personnel.

For many students with emotional handicaps, the preferred location for the development of educational services is the home community – the regular public school and its surroundings. Settings such as hospitals, universities, and other facilities offer special advantages to certain emotionally handicapped students. The students within the Special Class Programs vary from those who have severe emotional handicaps to those who can function in regular classes within the mainstream part of the school day but need the supportive services of a Special Education Program for specified periods within that day.

A team of educators and clinicians is active in every program dimension: identification, intake and placement, psycho-educational diagnosis and planning, ongoing evaluation of the learning experience, annual pupil evaluation, and fostering parental involvement.

Programs in "A" Centers. These centers serve students with severe emotional handicaps as evaluated by authorized clinicians. They are established on elementary, intermediate, junior high, and senior high school levels. Students attending these centers exhibit such characteristics as thinking disorders, bizarre behavior, or symptoms of severe emotional crises.

Programs in "B" Centers. These centers are planned to serve children who have been clinically diagnosed as having a moderate degree of emotional handicap, which prevents them from functioning in accord with their potential in regular classes of the public schools. Elementary, intermediate, junior and senior high levels are included. Requirements for admission are:

- Primary diagnosis of moderate emotional handicap
- Average or above average intellectual capacity
- Absence of major neurological deficit
- Ability to profit from group experiences without damage to self or others.

Children should be referred to the Bureau for the Education of the Emotionally Handicapped according to "Procedures for the Placement of Pupils in Special Education Programs and Services" (October 3, 1977 and Special Circular 21, October 30, 1978).

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Children and the Law Court Referred Project

For adolescents referred via the Family Court, this is a joint program with the New York City Department of Mental Health and Mental Retardation Services, New York City Department of Special Services to Children, New York City Bureau of Institutions and Facilities, and New York City Board of Education. Special educational programs are provided in a variety of settings including day treatment centers, comprehensive mental health facilities, and diagnostic and reception centers for adolescents.

All programs in the project are interdisciplinary, situated in facilities developed by the cooperating agencies, and offer clinical services provided by community agencies or hospitals.

All referrals to programs sponsored by the Bureau for the Education of the Emotionally Handicapped must be made through the Committees on the Handicapped.

For further information, contact the headquarters office of the Bureau for the Education of the Emotionally Handicapped, 596-8966 (Room 231, 110 Livingston Street, Brooklyn, New York 11201.)

EDUCATION OF THE PHYSICALLY HANDICAPPED

In every high school in New York City, there are handicapped children in attendance.[2] Many of these children are serviced by the Division of Special Education and Pupil Personnel Services, which supervises the education of physically limited children (as well as of all youth with special needs) through the Bureau for the Education of the Physically Handicapped (BEPH), which also supervises health conservation classes, "400" hospital schools, and home instruction.

Thus it is ever more possible for many handicapped children to reach the high school level. In addition to whatever problems are created by the existence of a handicap, these children have the same physical, emotional, social, and educational needs as the non-handicapped.

- The intellectual capacity of the handicapped child may range from retarded to gifted.
- The physical disability may be minimal or major.
- The physical restoration may be inadequate, ongoing, or complete.
- The emotional impact of the handicap on the child and the family may be relatively slight, moderate, or devastating.
- The educational pattern may include many interruptions or changes of setting, due to illness, surgery, hospitalization, therapy, and periods of convalescence.

The overall aim is to have the handicapped child, whenever possible, attend a school and to involve him or her in a program planned to meet individual needs.

Identification, Screening, and Placement

Some students are easily identified because their handicap – usually of an orthopedic nature – is visible. However, there are many children with serious handicaps which are not visible: cardiac difficulty, asthma, seizures, diabetes, and brain injury. They may have come from health conservation classes in the lower grades, from "400" schools in hospitals or convalescent homes, from home instruction, or even from the main stream. When such students seem unable to cope with their high school program, the counselor first carefully explores the causes for the poor adjustment and then communicates with the student, parent, and doctor to see what adjustments can be made. Sometimes a change of course, a change of class, a curtailed program, arrangements for tutoring, provisions for two sets of books, an elevator pass, transportation and rest, or simply continued counselor support will enable the child to continue his education with non-handicapped peers. If, with all available adaptations, the child cannot function in the regular stream, the counselor must explore other educational placement.

For special education, the counselor consults the parent and the principal for permission to refer the child to the Committee on the Handicapped (COH) in the district where the child resides. COH then arranges for evaluation and placement.[3]

Health Conservation Classes

On the high school level programs – designated HC-Bus – give the children bus transportation, a tailor-made program, smaller classes, and more individual attention from specially trained teachers. There are regular procedures for referring students to health conservation classes. At least one high school health conservation class exists in each borough.[4] The room set aside for the health conservation class is usually much larger than a regular classroom and may have handrails and wash basins. Special equipment, such as extra wheelchairs and electric typewriters, is often available. Movement of the students to different parts of the building and other aspects of their physical management are facilitated through the use of Department of Health aides and student "buddies." Children transferred to HC-Bus classes are sufficiently ill with conditions such as cardiac disability, rheumatic fever, and orthopedic disabilities to need transportation.

Classes for brain-injured (or neurologically impaired) children

Classes designated HC-30 exist in selected high schools. Children admitted to these classes are not mentally retarded. They have an ability to learn, but also have a dysfunction attributable to perceptual disorder. These children may demonstrate hyperactivity, restlessness, distractibility, impulsivity, poor visual motor perception, speech difficulties and/or other diagnostically significant characteristics. While it is difficult for them to carry over abstract learning concepts from day to day, they are bright enough to learn, and a significant number have earned high school diplomas. Prior to transfer to HC-30 classes, children first must be referred to the District Committee on the Handicapped. Arrangements will be made by the District Committee on the Handicapped for diagnostic assessment by a multidisciplinary team – consisting of a teacher, psychologist, social worker, psychiatrist, and pediatric neurologist – all of whom review the test and clinical materials in the presence of parent and child before recommending placement. Placement is then made by the COH with parental consent. [5]

Multiply-handicapped children rarely reach the high school level, and aside from home instruction, there is at present no special class provision for them. These children, who may be at the same time mentally retarded, emotionally disturbed and/or hard-of-hearing or orthopedically disabled, visually limited, aphasic, present a perplexing problem in educational placement. If a question should arise as to which available facility can best serve such a multiply-handicapped child, a referral should be made to the Committee on the Handicapped in the Community School District in which he or she resides.

Many such children, as well as children with a single severe handicap, are confined to hospitals and attend one of the hospital schools – designated as PS 401M and 402M in Manhattan, 401X and 402X in the Bronx, 401Q in Queens, and 401K in Brooklyn. These are "cluster" schools, comprising from five (Queens) to twenty (Manhattan) hospitals and convalescent centers each. This educational service aims to assure the hospitalized child as little loss in academic development as possible when he or she returns to the normal school setting. To this end, while the instruction is small-group and individual, school is held five days per week, from 9:00 A.M. to 3:00 P.M. and curriculum content and instructional materials adhere to the pattern for all schools, with appropriate adaptations and enrichment such as High School of the Air and programmed instruction in selected areas. City-wide and Regents examinations, National Merit Scholarship Examinations, and the SAT and Achievement tests are administered to pupils of high school age. Even summer school classes have been established in those institutions where sufficient numbers of patients remain during the long vacation period. Guidance counselors are assigned to these, as to other "cluster" schools, and contact is made with the regular high school guidance counselor upon transfer to a receiving school. [6]

Home Instruction

The counselor should consider home instruction for the handicapped child only as a last resort. When the severity and/or complexity of the handicap does not allow for attendance in any school facility, however, these high school students must have their instruction at home either temporarily or permanently. The types of disability which may necessitate home instruction are:

- Orthopedic – cerebral palsy, muscular dystrophy, scoliosis, fractures (minimum home stay, six weeks.)
- Cardiac disease, post operative, or rheumatic fever (minimum home stay, six weeks.)
- Emotional disturbances – whenever there is strong negative reaction to any program, school phobic

There are regular procedures for referring students to the Home Instruction Program. The Bureau for the Education of the Physically Handicapped (596-5972) should be contacted for instructions. Specially licensed teachers for the homebound provide instruction in all subject areas, adhering to the curriculum content and instructional pattern of the home school, with appropriate adaptations to the physical, emotional, social, and academic needs of the child. These boys and girls take city-wide, Regents, and college-entrance examinations, fulfill diploma requirements, and are graduated through the high schools of their affiliation. The teacher of the homebound is in frequent contact with the guidance counselor and department chairpersons of the home school in regard to program and career planning, and indeed meets periodically with the guidance staff to discuss changes in courses of study and curriculum offerings.

It is particularly necessary to enrich the life of the homebound child in order to motivate and support his educational progress. More than a paper affiliation or exchange of records is needed. Counselors can succeed in establishing a warm, close, mutually effective relationship through the use of several devices:

- Having a student group in the high school adopt the homebound student, i.e., pay visits (when advisable), exchange letters and greetings, mail copies of school newspaper and magazines
- Making available G.O. membership and buttons, class rings, school pennants, hats to the homebound student
- Listing the homebound student in the senior class yearbook and inviting the student to attend the high school graduation exercises, if possible
- Extending an invitation to attend, when possible, school social functions and special assembly programs (Glee Club, Drama Club, holiday programs)
- Providing opportunities for school service, such as typing, lettering, mailing notices

Such relationships will ease the transition back to school for those who improve sufficiently and they will alleviate feelings of remoteness, isolation, and alienation for those who must remain on home instruction.

The school-phobic child is sometimes transferred to home instruction, by the appropriate Committee on the Handicapped. Whether this type of handicapped student is enrolled in school or is on home instruction, he or she is the most difficult for the high school guidance staff to help. The home and the family, and especially the relationship with the mother, are cardinal factors in the adjustment of the school-phobic child. The fear of school is often affected by the actions and the behavior of the parents, who may unconsciously aid the child in the retreat from school and from life. In some cases, the school-phobic child responds favorably to home instruction, and when it is felt by the doctor or the agency dealing with the case that the student is ready to try a regular school setting, very special care must be exercised in programming, in teacher assignment, and in follow-up. The counselor also has an important role in working with the parents to give them reassurance and help.

Office of Vocational Rehabilitation (OVR)

The Office of Vocational Rehabilitation of the New York State Education Department offers valuable services in the post high school period to students suffering from certified physical, mental, or emotional disabilities, whether or not they are receiving service offered by the Division of Special Education and Pupil Personnel Services. (The legally blind are similarly served by the Commission for the Visually Handicapped in Albany.) Counselors should refer interested suitable students to OVR the year before they graduate or leave school. OVR provides a combination or all of these:

- A medical examination to determine the nature and extent of disability, remaining abilities, need for treatment, potential for work
- Physical restoration and rehabilitation services

  Training to attain the student's vocational objective – at a school, college, rehabilitation center, sheltered workshop, correspondence school, or "hands-on" working situation
- Special transportation for the severely disabled
- Interpreter services for the deaf

and part or all of the expense of providing:

- Prosthetic devices
- Medical or psychiatric services
- College or university costs
- Special equipment, tools, and licenses

At the outset, the OVR counselor develops with the youth a personalized rehabilitation plan, and arranges for all the necessary services. The high school counselor should contact the OVR counselor at the nearest branch office and forward to OVR information assembled on the intellectual, educational, and social achievements of the child during his or her school years.

In discussing with pupil and parents a possible referral to OVR, the counselor must remember that:

- Truancy, poor behavior, and lack of academic achievement do not constitute eligibility
- Less visible handicaps such as cardiac conditions, asthma, diabetes, and emotional disorders may be more disabling than visible handicaps
- Services provided by OVR are a supplement, not a substitute, for those provided by the New York City Board of Education.

The Bureau for the Education of the Visually Handicapped

This bureau maintains resource room programs at high schools scattered throughout the city for both blind and visually-limited students. (In certain unusual cases itinerant service is rendered to students not assigned to resource programs.) Personnel in this Bureau provide counseling and guidance services as well as direct teaching service. Because specialized agencies exist in both the private and public sectors for these students, it is important that the families be made aware of their existence and their important services. Referrals are handled by the Bureau. The objective of the bureau personnel is to bring to bear upon each case the optimum blend of services available – both hardware and software – and increasing independence. Placement by the Bureau is made only after the approval of the eye report by the Bureau for Handicapped Children of the Department of Health and by the local Committee on the Handicapped.

The Bureau for the Education of Hearing Handicapped Children

This bureau maintains two special schools, the School for the Deaf (Junior High School 47, 225 East 23 Street, Manhattan) and the School for Language and Hearing-Impaired Children (located in several centers in the five boroughs, with main offices at 415 East 88th Street, Manhattan). While these schools are essentially for preschool through ninth-grade students, special high school placements are available for hearing and language-impaired youth in a variety of locations. These schools also offer programs for students between the ages of seventeen and twenty-one, for whom there is no suitable program available in the regular high schools.

For hearing-handicapped and language-impaired high school youths who can attend the regular high school the Bureau relies mainly upon its itinerant teachers and resource room programs. Most hearing-handicapped children should be integrated into regular schools at least by the secondary school years, and for those who continue to need a special program in the setting of a regular high school, additional daily periods of individualized instruction in a special resource room are provided in the regular subject areas of the curriculum and in lip-reading, speech, language development, and auditory training, as well as in selected subject areas. For those students who require additional services, self-contained programs suited to their needs are also available in several high schools. Guidance counselors and subject teachers in high school should be especially alert to signs such as the following since a hearing loss may go unnoticed by parents, teachers, and the students themselves:

- Inattention, constant requests to repeat a question, failure to respond to questions, irrelevant answers
- Peculiar listening posture, poor academic achievement, especially in oral subjects
- Infantile speech patterns, mispronunciation of common words, poor tonal voice quality, pitch too high or too low
- An ear discharge, cotton in the ear, evidence of treatment for ear trouble, chronic colds or earaches, mouth-breathing.

Recognition of hearing impairment even at high school age may help to prevent more severe hearing loss later. For information on programs for hearing-handicapped adults contact the Bureau for the Education of the Hearing Handicapped, 65 Court Street, Brooklyn 11201.

The Bureau of Speech Improvement

This Bureau, through its clinically trained speech teachers, provides special services for children whose speech handicaps are related to other physical, emotional, or intellectual conditions, such as retarded mental development, social maladjustment or institutionalization, and other problems necessitating placement in special education. Children suffering from aphasia (loss of ability to understand or use the spoken word as a result of a lesion in the central nervous system) are screened by the District Committees for the Handicapped in cooperation with the Bureau for the Education of Hearing-Handicapped Children and the Bureau of Child Guidance for placement. The Bureau also maintains a speech and language resource room at PS 158Q (Marie Curie Junior High School, 46-35 Oceania Street, Bayside 11361) and in several high schools [7] providing specialized services for students with severe communication defects of language, speech, and/or voice, admission to which is by counselor referral.

The Bureau for Children with Retarded Mental Development

This Bureau which provides special classes and curriculum alternatives for mildly, moderately, and severely retarded pupils from age five to twenty-one, now supervises sixty-five classes for 1,332 children in twenty-four New York City high schools. [8] Admission to CRMD classes has generally been made before high school, and is, in fact, discouraged after age fifteen, except in special cases such as admission of out-of-town students. At the beginning of the high school program, community mental health agencies administer individual psychological and medical tests to determine eligibility for CRMD class placement. They reevaluate the student if achievement is above or below the expected level, and a high school counselor occasionally recommends a psychological evaluation for a potential entrant. All placement is on an individual basis, and counselors must make clear to parent and student that the program is a response to identified pupil needs, providing an opportunity for an appropriate educational and occupational life plan for the student.

CRMD students take courses in the mainstream whenever possible – in practical and industrial arts, for example – but receive special instruction in basic areas. The core of the three-year high school program is a work-study plan for the sophomore, junior and senior years:

10th Year

Participation in a Work Evaluation Program designed to give students a vocational exploration experience through field trips, presentations by speakers, parental involvement and career education curriculum enrichment. All students attend horticulture programs offered at the Bronx and Queens Botanical Gardens.

11th Year

Participation in the Hospital Volunteer Program, wherein each student aids a full-time hospital employee on the job one day a week. Various service areas, e.g., dietetics and pediatrics, are worked in for six weeks at a time, thus affording students a wide range of experience in hospital employment.

12th Year

Salaried, on-the-job training is the final phase, provided for students on an alternate-week or part-time daily basis.

Since many pupils in CRMD classes, who are returning to the regular grades following the recommendations of Board of Education testing centers, need special assistance in making the transition, the Bureau for Children with Retarded Mental Development and the Bureau of Child Guidance have organized a transitional class at Seward Park High School, 350 Grand Street, Manhattan. Guidance personnel arrange placement and serve students in these classes.

Counselor support, guidance, and follow-up are essential in all phases of the program and also for a full year after the student graduates from or leaves the school. Bureau counselors make sure that there is a conference site both in the home school and near the job where the former CRMD student can find a school and/or Bureau counselor when help is needed. BCRMD follow-up counselors also set up parent conferences and workshops, home visits, and family counseling, information, and resource services to assist these students in adjusting to the world and to independent living.

The Retrieval and Redirection Program is an added component of the high school Work-Study Program. It services those students whose needs are not met by existing programs and agencies. The program offers a meaningful vocationally oriented curriculum with intensive reading and mathematics remediation, as well as on-the-job training and full or part-time jobs for students who are job-ready.

In addition, BCRMD offers the Continuing Vocational Training for Mentally Retarded Adults Program, funded by Vocational Education Act monies. This program, which is staffed by experienced special education, guidance, and industrial arts personnel, is housed at Metropolitan Evening Trades School, 78 Catherine Street, Manhattan.

It is in operation Monday through Thursday nights from 6:00 P.M. to 8:00 P.M. The purposes of the program are to:

- Screen and evaluate all program participants and determine individual needs in terms of appropriate training and referral
- Establish a strong liaison with the DSEPPS Placement and Referral Center to facilitate referrals of unemployed adults
- Provide continuing training for the upgrading of skills to underemployed and unemployed retarded adults who are not in any other Board of Education program, and who are at least eighteen years of age. Among the areas to be developed or upgraded are clerical, food trades, building maintenance, and reading skills in specific job areas, additional skills areas as determined by the individual needs of clients. Guidance services are also offered
- Satellite evening programs have been established at Brooklyn Automotive High School, and the New York School of Printing. Approximately fifty-two clients presently are serviced by each program.

All referrals and inquiries about the High School Work-Study and Continuing Vocational Training for Mentally Retarded Adults Program should be sent to:

Coordinator of Work-Study Guidance and Placement
Bureau of Children with Retarded Mental Development
65 Court Street – 8th Floor
Brooklyn, N.Y. 11201

Evaluation and Placement of Pupils in Special Education Classes

The concept of providing the least restrictive educational environment for handicapped students, stressed in Public Law 94-142, [9] has created the need for changing procedures related to the placement of handicapped pupils in the mainstream or in special education classes at the high school level. Detailed instructions, such as those noted here, are issued periodically by the Division of Special Education and Pupil Personnel Services and the Division of High Schools, governing the movement of pupils to and from special education programs in secondary schools.

Several significant changes have been made in the system to refer pupils for evaluation and placement in special education classes (per Division of Special Education and Pupil Personnel Services Memorandum dated October 7, 1977). The major changes are as follows:

- Referrals for the placement of pupils in Special Education are made directly to District Committees on the Handicapped (COH). The Committees on the Handicapped maintain a registry of all pupils referred and their diagnoses, except in those cases where a complete work-up has been provided by an outside agency. High School students are referred to the Committee on the Handicapped in the district of their residence.
- The Committees on the Handicapped are responsible for the placement of all pupils in Special Education programs.
- Prior to consideration and referral of pupils for special education programs, every resource must be exhausted to maintain pupils in the mainstream. This includes the utilization of BCG services, BEVG, community agencies, school based services and parental involvement. Moreover, there have been changes in referral procedures for Bureau of Child Guidance services. To make the most efficient use of BCG services, referrals for crisis intervention and follow-up should be made to the district office, where case will be screened in consultation with the supervisor of the BCG unit assigned to the district. For high school students, referrals to BCG will be received by the program supervisor. Each district office will have a staff of at least two psychologists and two social workers to handle priority needs. However, school counselors who have established links with community agencies and who generally make direct referrals to them, should continue to arrange for service to children and their families from these resources.

NOTES

1. *Procedures for the Implementation of the Education of Pregnant Students*, Special Circular No. 47, 1976-1977 (New York City Board of Education, January 17, 1977.)

2. For example the Edward R. Murrow High School, a comprehensive high school for 2,500 pupils, has 10% of its student body in health conservation classes or special education classes for hearing handicapped, speech handicapped, and doubly handicapped (i.e., mentally and physically retarded) pupils.

3. See Memorandum to Community School Board Chairpersons, et al., from Helen M. Feulner (dated October 7, 1977.)

4. See *Directory of the Public High Schools, New York City*, for special education class information telephone numbers.

5. See *Teaching Brain-Injured Children: A Handbook for Teachers and Supervisors K-12* (New York City Board of Education, 1978.)

6. See *Education of the Physically Handicapped*, Curriculum Bulletin No. 8 (New York City Board of Education, repr. 1976), pp. 18, 19, fo forms and procedures for admission and transfer back to regular schools.

7. The high schools include Adlai E. Stevenson, Boys and Girls, Bushwick, Clara Barton High School for Health Professions, South Shore, Benjamin N. Cardozo, and Thomas A. Edison Vocational & Technical.

8. See *Directory of Public High Schools* for names of the high schools.

9. See *Creating Least Restrictive Learning Environments: A Guide to Mainstreaming* (New York City Board of Education, 1978.)

chapter 8

Role and functions of the high school guidance counselor

The guidance counselor in New York City's public high school has an important task. Within the frame of reference of problems and needs peculiar to urban students, the high school guidance counselor helps each student to understand environmental influences and to become aware of personal abilities, needs, interests, potentialities, goals, and career opportunities. The counselor helps the student to assume responsibility for making decisions. The counselor is a professionally trained, experienced educator, thoroughly grounded in classroom and high school procedures and techniques. In addition, the counselor has had extensive graduate course work and experience in counseling and guidance, and is prepared to provide these services to the school staff, parents, and the community. To the extent that the counselor-pupil ratio approaches the desired goal of 1-250, these services will become more effective.

COUNSELOR'S DUTIES

In all situations, the counselor's duties include one or more of the following: [1]

1. Assists pupils in appraising and evaluating their abilities, aptitudes, attitudes and interests, and interprets these in meeting the student's needs.
2. Counsels pupils with special problems of adjustment. It is understood that pupils whose problems are so deep-seated that clinical intervention is required will be referred by the counselor to appropriate agencies or to the clinical team within the school.
3. Screens to identify and recommend services for pupils with special needs. (See Chapter IV)
4. Assists in admissions and transfers of students as well as in the exit interview program and in alternate plans and referrals for potential early school leavers.
5. Studies individual student progress, and counsels students individually and in groups concerning their educational and career plans.
6. Develops a program of group techniques and group activities adapted to the needs of the school.
7. Assists in the development and implementation of orientation and articulation programs with other schools.
8. Assists in the development and implementation of a program of guidance for college and other post-secondary educational and career planning.
9. Interprets student data (including objective test ratings) to staff members. Makes appropriate recommendations concerning course offerings and class or school placement.
10. Interprets student data to the student as well as to parents, and seeks parental cooperation in formulating and carrying out appropriate plans.
11. Maintains adequate guidance records for coun-

selors, and prepares guidance reports related to these when necessary.

12. Cooperates with other bureaus within the Board of Education and with community agencies that provide special services to students and their families.
13. Coordinates efforts of teachers, student personnel workers, and specialists working to help a particular student. Works with teachers in assisting them to understand students better, and to deal with students in the classroom in a way which avoids maladjustments and learning difficulties. Arranges for case conferences, as required.
14. In cooperation with the coordinator, plans trips and other activities that will broaden educational and vocational horizons of pupils, such as attendance at career conferences and visits to college campuses.
15. Works in cooperation with the school drug education specialist, and others who make referrals to appropriate agencies.
16. Cooperates with placement counselors assigned by the New York State Employment Service.
17. Serves as a resource person and consultant to the school administration and staff, parents, and community groups on matters of educational and career guidance.
18. Assumes complete counseling responsibilities for a limited caseload, in addition to other services as indicated heretofore.

THE COUNSELING INTERVIEW

The principal tool of the guidance counselor is the counseling interview. The interview is not simply a conversation, but a planned conversation, a professional means of communication designed for a specific purpose. There is no set of infallible rules for interviewing, because interviewing takes place between human beings and people are too individual to be reduced to a formula. [2] This is not to say that thorough knowledge about interviewing and continuous study of one's own practice will interfere in any way with the warm interest so essential to the art of interviewing.

There are many kinds of interview situations, both self-referred and referred by others, initial and ongoing, educational-vocational or personal-social in content. For example:

- *Educational-vocational:* Request for change of program or course; poor report card marks; classroom behavior not responding to efforts by teacher and subject chairpersons; enduring pattern of absence, lateness, truancy; need for a job.
- *Personal-social:* Separation or divorce of parents; sibling rivalry; enmity against another student; threats, fights, test anxiety; inadequate social life; parental pressure for better marks.

Although counselors look beyond the student's symptoms for the root causes of aberrant behavior, the motives are often not clear to the student. So deeply hidden is the motivation of much human behavior that neither the individual nor the counselor can hope to establish a single cause. The counselor must believe, however, that every action has its cause – often unconscious – and that the subjective aspects of a situation are as important as the objective aspects. The emotional components of a situation are just as real as the situation itself to the person who experiences them. "The way one feels about a situation is as much a fact as the situation itself." [3]

Counselors know by training when and how to use the appropriate counseling techniques:

acceptance
reflection
summarization
confrontation
interpretation
reassurance
persuasion

All of these, however, depend on listening. To listen with the third ear is not solely the province of psychiatry; counselors also listen for key words and self-references which have a unique and special meaning in terms of the youngster's behavior. [4] This is not to deny the importance of such factors as nonverbal behavior, voice inflection and the whole communications atmosphere in the counseling interview, but the nondirective, client-centered technology of Carl Rogers, to which most counselors subscribe, is based on careful listening.

In order to establish a warm, confronting, sincere relationship, the counselor must "do homework" before the interview. This means going over the student's elementary and intermediate school records; reviewing test scores; reading previous anecdotal material, including confidential records; and in some cases requesting subject teachers' comments in such areas as concern for others, responsibility, scholarship, personal appearance, honesty, conduct, and influence on the class. Homework may also mean contacting the guidance counselor of the middle school to ask about a pattern of behavior, or about the attitudes of the parents or problems in the home. The counselor should become immersed in the student's case to serve the student best.

Some suggestions for conducting a successful interview are: [5]

- Supply some structure – the counselee should know the reason for the interview
- Follow the counselee's lead in discussing his/her problems
- Offer alternatives to destructive or self-destructive action
- Look beyond the symptoms
- Be eclectic
- Be flexible
- Be accepting and nonjudgmental

A counseling session has been effective if the student leaves with a feeling of confidence that he or she has come to the right place, where help is forthcoming, problems are dealt with, and self-development is possible. [6]

Indiscriminate or naive practitioners, by simply reflecting and showing sympathy with the student, may only reinforce self-defeating behavior. Students often come forward with safe or weak reasons for counseling – e.g., "I can't stay in that class because the teacher doesn't like me." Neither over-empathizing nor outright acceptance of students' statements will help the counseling process. Offering a pat solution to a problem is not really supportive because it deals with the problem and not the youngster. Care should be taken to avoid too great expectations from counseling by both counselor and youth. Part of the counselor's "homework" is to review the formal assessment data in the school record and to observe verbal behavior during the interview.

Next to helping the counselee recognize and understand his or her feelings – i.e., what they are, how to identify them, how they arise, and how they can stand in the way – counselors should:

- Make no promises that cannot be delivered
- Delineate what the counselor can do and how he or she can do it
- Delineate what the pupil can do and how he or she can do it
- Explain the "work" involved in changing behavior
- Arrange for progress assessment

Some counselors propose a written "contract"to the student, with clearly expressed behavioral goals (e.g., I shall set aside a time for homework each night. I shall not argue with my parents about going out in the middle of the week.) If others have been involved in referring the student to the counselor, they should receive feedback promptly regarding the plan of action which has been discussed. Professionalism demands, however, that all factors of a guidance case need not be shared with all teachers; it cannot be assumed that judgment in handling raw data is always wisely used, or that confidential information, if shared widely, contributes to improving scholastic achievement.

INTERVIEWS WITH PARENTS

When scheduling meetings with parents, the counselor should remember that parents are as individual as students, with the added consideration that they have a greater need to "save face" than adolescents. Here are some protective "ploys," which counselors must recognize, in order to give realistic help to student counselees: [7]

- *Blithe buck-passing.* According to this game, the parent claims "It's not my fault, so there's nothing I can do about it." The parent places the blame for Johnny's failure on a missing father, last year's teacher, or illness in the family. Counselors should listen to the excuses, without disagreeing or arguing, then direct the discussion toward one or two things the parent can do now, realistically,to help Johnny.
- *Wide-eyed innocence.* When the counselor expresses concern about the student's inability to make friends with classmates, the parent assumes a puzzled expression and claims to be completely surprised because "Jim has always been such a popular child." Counselor's reply might be: Maybe it's the number of children in the class that upsets him. I wonder what we can do to help Jim make friends here."
- *Ferocious accusations.* Some parents arrive with a built-up head of steam, ready to blame the teacher or the whole school for their child's difficulties. Counselors let the parent freely air such complaints; and when the parent simmers down, the air is usually cleared for a reasonable discussion.
- *Family face-saving.* When a family is going through a divorce or other emotional difficulties, the parent often tries to save face and cover up guilt feelings with statements like "We

didn't know John was doing so poorly; we send him into his room to study and have no way of knowing whether he is doing his work." The counselor, having gained the trust of the parents by being nonjudgmental, can ask, "Sometimes we find that when students are not doing well, they may be unhappy about something. Is there anything troubling John?" This may open the floodgates, and the parent will reveal the real problem.

Here is a list of "Don'ts" for parent conferences which may help avoid some potholes and pitfalls of parent interviews:

- Don't hide behind vague generalities. Instead of saying, "Johnny's having trouble with arithmetic"; explain, "Johnny is having trouble with fractions (long division)? How can we help"?
- Don't take it for granted that parents want your help and advice. They may be there because they think it's their duty. They may see an offer of help as criticism, so let their suggestions come out in the course of the discussion.
- Don't ask prying questions. As one parent said, "I don't mind telling almost anything, but I don't like to be asked."
- Don't let your desk form a barricade between you and the parent. Use two or three chairs together, or sit around a table; the conference is a partnership.
- Don't show disapproval. Parents have much to share, but any sign of disapproval may make them stop talking and listening.
- Don't argue. Don't argue. Don't argue.
- Don't confuse parents with too many suggestions at one time or by showing every piece of work done by the student in the past months. Concentrate on one or two things they can do to help their children on the homefront.
- Don't forget to leave the lines of communication open for further conferences. "We made a good beginning, but we need more time to talk together and see how our new ideas are working to help Johnny."

The Commack, New York, Public Schools furnished their teachers with the following "how-to tips" for parents, who also need guidelines in getting the most out of a parent conference:

1. Decide in advance the questions you want to ask – jot them down.
2. Ask your child if there is anything he or she would like you to discuss with the teacher.
3. Be ready to tell what the counselor wants to know. The counselor is not prying; he or she is trying to help your child.
4. Look and listen before you leap. If you're concerned about a rumor you have heard, ask the counselor, not the neighbors, about what happened.
5. Don't expect the impossible. Be reasonable in what you expect; ask how you can help meet some of your child's needs at home.
6. Take notes during the conference, and review them when you get home.
7. The conference doesn't end here. You have the right to know at any time about your child's progress and problems. A phone call to the counselor will set up an appointment at a time convenient to both of you.

Counselors must always remember the danger involved in passing judgment on peoples' attitudes.[8] The thermometer of a room may read 72 degrees, but the room may seem cold to some and hot to others. To argue about the heat of the room reflects only differences in subjective feelings, not absolute truth. To judge actions as right or wrong in any area – whether concerning divorce, installment buying, or sexual mores – is a form of "moral pigeonholing" which seeks to impose the counselor's own judgments upon his clients. Not passing judgment about the rightness or wrongness of diverse attitudes, but understanding their causes, should be the aim of the interviewer.

It is just as essential for the counselor to "do homework" before meeting with a parent as before interviewing a student, so that the complete picture is visible and a plan of what to do next emerges. Parents often want to digress because the selective memory of the parents will retain one compliment, for example, which the child has earned, to the exclusion of material relating to his or her present problems. Concern for the student is paramount with both counselor and parent, so it is well to face the situation squarely and plan with the parent on how to overcome it. Nothing appears as hopeless, if brought out into the open, as it seems to be when hidden. No parent, moreover, is sent away from an interview without an alternative plan of action and an invitation to continue the relationship, while following up the student's future progress.

CRISIS COUNSELING

Although the guidance approach is preventive, unforeseen crises involving a small minority of students do arise in an urban high school, and parents must be notified and directly involved on short notice. The guidance department is called in when a student:

- Suffers an emotional breakdown in the classroom
- Engages in a fist fight with or threatens another student
- Assaults or threatens a member of the school staff
- Carries or handles dangerous weapons
- Sets fires or initiates false fire alarms
- Suffers a physical collapse caused by taking drugs
- Deals in or sells drugs
- Is picked up by the police for truancy
- Is apprehended in another school building during school hours
- Runs away from home, alone or in the company of another student

Generally, a crisis which demands swift action is one which interferes with the instruction of others and the orderly operation of the school, or presents a clear and present danger to other students, staff, or to the individual student involved.

The counselor must therefore make an immediate decision on what, within legal and other limits, should be done for the student. An infraction of a disciplinary nature may be referred to subject department chairpersons, deans, or the assistant principal (guidance), depending upon the school's ladder of disciplinary referral. A medical problem is referred to the school nurse and medical team. If it is evident that the emotional disturbance is deep-seated and of long duration, a referral to the Bureau of Child Guidance and/or its team in the high school is indicated. When the parent, after discussing any of the situations noted here, confesses an inability to control the child, a Person in Need of Supervision (PINS) petition may be instituted in Family Court. The police may have to make an arrest (e.g., for arson, trespassing in other school buildings, carrying explosives.) In cases where the safety and instruction of other students is threatened, the principal may summon the student's record and prepare for the suspension of the student from classes.

GROUP COUNSELING

A crisis situation often involves a student who is difficult to "reach" in an interview. These reticent students, who respond in a very limited way to individual counseling, may be more responive in a group. Group counselors work on a conscious level; they are not therapists or psychiatrists and do not try to probe deeply into the unconscious level of an adolescent group. Nevertheless, through group counseling, improvement can occur in such areas as self-evaluation, problem-solving, decision-making and assumption of responsibility for behavior, because students can:

- Express themselves without the usual limitations
- Test reality by trying out different methods of handling situations
- Be free of the fear of punishment
- Help others who have similar problems
- Investigate present behavior in the light of past experiences.
- Discuss common feelings without losing their individual identity [9]

Counselors may form two kinds of groups — either developmental or special. Developmental group counseling deals with those developmental tasks of adolescence which are giving the youngsters difficulty — body image; sex roles; place in school, family, and community; perception to seize educational and vocational opportunities; the dependence/independence struggle. Special counseling groups, on the other hand, are formed to deal with a particular problem common to the members — truancy, underachievement, difficulty in interpersonal relationships, lateness to school.

The size and physical setting of the group are somewhat flexible, but it is generally agreed that six to eight is the optimum size, and that the group should be seated around a table or in some circular formation. The technical know-how of the leader, rather than his or her personality, seems to be the key factor in group work. [10] Group work, in fact, is not very different from good teaching, as the counselor listens for cues from the students. Some caveats which beginning group leaders might keep in mind are:

- Silent periods should be explored, not ignored; they may prove fruitful.
- Everyone makes mistakes; working with a group does not make one infallible.

- No one has an answer to every question; handling difficult questions with a fair degree of comfort enhances leadership.
- Firm, fair leadership fosters trust and group cohesiveness.
- Taking sides (e.g., with the pupil against his parents) is inadvisable; all youngsters hope for love and understanding, some day if not now.
- Complaining should be tolerated; every group complains – about the room, the teachers, other students, the food in the school cafeteria.

The group counselor also will be prepared for certain standard kinds of deviant behavior which occur in all groups – the lack of group spontaneity, the member who is isolated, the member who reveals too much at the very first session, the arguer, the student with the late question after the session has ended. Such problems are circumvented by setting limits at the first group session regarding length of each session, number of sessions, realistic and immediate goals for accomplishment within time limits, rules of order, rules against physical violence, etc.

A great many techniques have been developed recently for group work, such as sensitivity groups, encounter groups, ex-addicts, communes, and business-sponsored human relations groups. Many of these techniques are not for adolescents, whose egos are not strong enough to bear the length and depth of encounter sessions. Moreover, since counselors are not therapists, their techniques should apply largely to problem-solving and decision-making within the school. To this end, the following techniques have proved useful:

- *Sociodrama* (or role-playing) – acting out a problem situation from more than one point of view.
- *Case study* – commenting on an imaginary or anonymous adolescent's problems and solutions.
- *Buzz session* (or brainstorming) – throwing out as many ideas or solutions as possible for group discussion.
- *Open-ended story* – suspending a description of a common occurrence at a crisis point, and asking for endings.
- *Reinforcement or reward* – complimenting a member who has said little when he/she does make a point.

These are but a brief sampling of literally hundreds of devices, games, simulations, and group processes described in handbooks and manuals on group counseling.[11]

Adolescents generally gain more from group counseling, and participate more actively than younger children.[12] Meetings are difficult to schedule, since subject teachers do not like students to miss a particular class. A strong group will usually make no objection to meeting before or after school, and group counselors can often arrange to meet when students have their lunch period.

GROUP GUIDANCE

The same techniques as those already listed may be used in a group guidance session with one or more classes, but the aim is more didactic, and the process more leader-directed. Group guidance is used less in the high school than in the elementary and middle schools because students have individual programs and do not travel as a group. However, the official section or homeroom period may be lengthened for a group-guidance lesson; or classes in the subject areas, such as English, social studies, and science, may benefit from a career-oriented guidance session. If there is a school-wide program integrating career education units into subject area classes, counselors may hold orientation sessions with the teachers involved on guidance techniques that will elicit active responses from the students.

If the topics for group guidance lessons are developmental, they may well include such educational-vocational or personal-social topics as:[13]

Developing study habits
School performance and job success
Planning for your future career
School mores vs. peer mores
Leisure-time activities
Social responsibility
Attitudes toward success and failure
Acceptance of self
Relationship to authority figures
Dating: sex role identification
Handling emotions such as fear, anger, etc.
Peer relationships

A group-guidance session devoted to career guidance orientation might present lessons such as:[14]

Concepts of work
Work values and goals
Good mental health habits
Personality development
People and their differences
What is a career?
What are values?
Career choice process

Although the guidance approach is used, emphasis is more on substantive content than process.

Group discussion is only one of the techinques for group guidance. Inviting guest speakers, showing a provocative film, or holding a panel presentation are equally effective. Care should be taken, in inviting a guest speaker, to prepare a list of questions in advance.

- What influenced your choice of vocation?
- What experiences did you have when you first started working?
- Do you feel you've made the best career choice?
- What preparations or special training did you need for your occupation?
- Would you enter your field today, if you had a chance to start over?
- How did you feel about your particular occupation when you were our age?

The time could also be given over to an exercise in values clarification [15] or in decision-making. [16] There are career motivation and development games [17] which can be broken down into thirty or forty-minute segments and would constitute the core of a series of group guidance sessions.

AGENCY REFERRALS

The guidance counselor is not a psychotherapist, a doctor, or a social worker. Occasions will inevitably arise when help must be sought from one of the thousands of social agencies which operate in New York City. Whether the need for special help is in connection with welfare payments, an alcoholic parent, placement for a homeless child, day care for an infant, or medicaid, counselors may have to contact a social agency directly for a youngster. [18] Service agencies often have a sliding scale of fees, based on the family income, and many health and therapeutic services are covered by Medicaid. Students and parents covered by Medicaid can be given a list of one or more services available to them; if the family is able to pay all or part of the agency fee, another list of possibilities can be given to them.

Most referrals are therapeutic referrals for emotional, behavioral, and social dysfunction. What counselor and student are seeking is one or more of the following:

- Psychological testing
- Psychiatric diagnosis
- Family consultation and education
- Individual, family, or group therapy on a short-term basis

When the services of Bureau of Child Guidance social workers, psychologists, and psychiatrists are available (usually on a part-time basis) in the high school, some of these needs may be met – for a limited time, subject to the overall demands on these specialists. When outside help must be sought, counselors should generally look for help first through local resources, such as:

- Consultation centers and mental health centers
- Hospital psychiatric and emergency services
- Church-affiliated helping services
- City-wide counseling services
- New York City governmental services
- Family Court, Juvenile Division

Consent of parents or guardians must be obtained prior to referral. Whatever referral forms are used by the school, hospital, or agency, a direct telephone call is always in order, to find out what the agency is prepared to offer. Records and case histories can follow later.

A Typical Mental Health Resource

A typical local therapeutic consultation center is the Steinway Child and Family Development Center, in Queens. It serves an area including Long Island City, Astoria, and Sunnyside (Health District A). This agency takes families with children, adolescents up to age eighteen, and all expectant parents. Fees, which are on a sliding scale from $5 to $25 per week, are accepted by Medicaid. Individual, group, and family sessions are arranged at hours earlier or later than the regular 10:00 A.M. to 4:00 P.M. schedule, if necessary. Interpreters in Spanish and Greek are available. This center is affiliated with the Payne-Whitney Clinic of New York Hospital. It is, moreover, only one of a network of agencies in this community which meet regularly, with the encouragement of the New York City Department of Mental Health and Mental Retardation, as the Steinway Mental Health Committee. Representatives of such social and health agencies as the Visiting Nurse Service, the Human Resources Administration (Department of Community Affairs), the Queens Children's Hospital, the Queensboro Society for Prevention of Cruelty to Children (SPCC), the local Youth Center, and the local Community Service Center, all maintain a relationship with the Child and Family Development Center and may also make referrals to it. This group exerts pressure for an expanded city budget for children with special needs. One of its recent projects was a "halfway" program, enabling children from institutions like Creedmoor and New York State hospitals to work at the center. There are mental health committees, mental health clinics, and family and child centers in other health districts throughout the city, partly supported by public funds and open to adolescents within the district.

Mount Sinai Hospital coordinates mental hygiene and psychiatric service for children and adolescents at a number of city hospital centers. Elmhurst General Hospital, for example, has a mental hygiene clinic offering:

- Immediate intervention for emergency situations
- Evaluation of the need for hospitalization
- Diagnostic evaluation
- Outpatient and in-hospital treatment

All referrals must have prior parental consent, but students over eighteen may be serviced by the adult clinic. There is a sliding scale of fees with a $7 minimum and Medicaid is accepted. All Queens residents are eligible for these services, and there is an emergency room providing "walk-in" service to parents and children. Similar local agencies should be identified and utilized by guidance counselors in other areas of the city.

Employment and Guidance Agencies

The Federation Employment and Guidance Service (FEGS) is one of the best-known, voluntary, city-wide, vocational guidance and rehabilitation agencies. Affiliated with the Federation of Jewish Philanthropies of New York City, it is a nonsectarian, nonprofit service serving anyone from age thirteen and older, in the following ways:

- *Educational Counseling:* regarding college selection, scholarship information, improving study methods, using leisure time productively, parental consultations.
- *Career Guidance:* providing the latest data on the local job market, occupational information, assistance with resumes, job-finding techniques, placement (for students over sixteen).
- *Vocational Adjustment:* Concerning neighborhood manpower service centers, rehabilitation workshops, skills training programs, preparation for entry-level jobs.
- *Counseling and Testing:* counseling interviews, individualized testing (achievement, aptitudes, intelligence, interests), educational and vocational guidance.

Trained vocational counselors and certified psychologists help young people – many of them bright but unmotivated – to "find themselves" in school or career. The testing may also uncover a visual malfunction or other physical defect which previously went unnoticed. It may also persuade the parents of adolescents who are alienated and in need of direction and mobilization to continue or initiate therapy. The fee for testing is on a sliding scale, with a maximum of $100, and for some the fee is waived entirely. The organization publishes the *FEGS Career Letter* and has an excellent reference library on occupations at its main office, 215 Park Avenue South, Manhattan. Students are usually referred by schools or by other clients. Test results, with interpretations, are sent to the school as well as to the parents, if requested.

Child Abuse Agencies

Two city governmental divisions which the counselor may occasionally contact are the Bureau of Child Welfare, for placement of children rejected by their homes, and the Special Services for Children Department of the Human Resources Administration, for care of abused and maltreated children. If the counselor or school social worker becomes aware of a home situation which threatens a student's life or health, the student may actually have to be removed to protective custody.[19]

Students under sixteen can be brought to Family Court, when all other recourse seems futile, through a Person in Need of Supervision (PINS) petition, usually initiated by the parent and occasionally, in the absence of responsible parental guardianship, by the school. The Bureau of Child Welfare may also institute PINS petitions for abused and maltreated (formerly called "neglected") children. A chronological case history – of truancy and/or other misbehavior – is prepared by the counselor, and a court hearing is held, but only after a preliminary conference at the local Probation Office has proved ineffective. The aim is to adjust the case, if possible before it comes to court, through assignment to a probation officer, recommendation for therapy, or both. When legal proceedings begin, the advocacy system takes over; and the "law guardian" is concerned only with the defense of the child and not with a solution to his or her problems. Nevertheless, the initiation of proceedings may prove a stimulus to constructive action on the part of the family, since the legal charge creates an uncomfortable situation. Counselors should be aware of those children in their charge who are "known to the court" (which may involve anything from a case of neglect to a felony), and should be in periodic contact with their probation officers. Unfortunately, hard-core truants, generally in the ninth and tenth grade in high school, are so close to age sixteen that the Family Court usually recommends full-time job placement instead of return to a regular high school. A PINS petition is used by the counselor as a last resort. It may also have a positive effect on friends and acquaintances of the maladjusted or absent student, and thus reach a wider circle than expected.

It is always in order for a counselor to refer a parent to his spirtual adviser for counsel, and also to the very capable counselors of church-affiliated organizations such as Catholic Charities, the Jewish Board of Guardians, and the Federation of Protestant Welfare Organizations. Such agencies are in a position to provide multiple services, if needed, and tend to see the family situation as a whole more readily than referral agencies, which focus on the child alone.

STUDENT RECORDS – TYPES AND USES

Much of the high school guidance counselor's time is taken up with consulting, utilizing, and making entries in student records. It is therefore important to review here those most commonly used, and to stress the need for accuracy by counselors, and all members of the school staff, in maintaining them. Student records are kept in elementary and secondary schools "to provide for the growth and development of individual students, to provide information to parents and authorized staff, and to provide a basis for the evaluation and improvement of school programs." [20] In all three ways, they are indispensable adjunct to guidance functions.

Secondary school records are officially classified as either permanent or temporary. Permanent records, in addition to the attendance rollbook and the cumulative health record, both of which counselors consult when necessary, are the entries on the permanent record card. The permanent record card for each student yields such information as:

- Standardized test scores in reading and mathematics
- Title, teacher, and grade for every subject taken each term
- Title and grade of subjects taken in summer or evening high school
- Credits earned for subjects passed each term
- A cumulative tally of credits earned each year to date
- Marks in Regents, city-wide and end-of-term school-wide examinations; honors, and awards
- Participation in school and extra-curricular activities
- Ratings in citizenship and character traits such as courtesy, responsibility
- Notations of official disciplinary action which may be derogatory to the student [21]

Transcripts of the student's permanent record card are made electronically, for application to colleges or other institutions of post-secondary education, so teachers are generally requested to circle failing grades, to make no erasures, and to enter summer school grades as equivalent to grades earned during the academic year. In consulting permanent record cards, counselors should check for the accuracy of entries by teachers as well as by counselors; if not discovered in time, an error in grade or term of a sequential subject may lead to misprogramming and even to a delay in graduating.

The student's "guidance folders," which contain all the notes and records maintained by guidance personnel, are designated as temporary, not permanent, records, and are filed separately from the permanent record card. A great deal of material – more for some students than for others – accumulates in these folders:

- Anecdotal notes on interviews with pupils and parents
- Letters from parents requesting information about programs, etc.
- Teacher referrals for counseling to improve scholarship or behavior
- Information relayed by coordinators of attendance and lateness, for further counseling
- Information submitted by the deans in cases of persistent infractions of school rules and regulations
- Student's autobiography, kept on file in readiness for college applications
- Confidential scholarship questionnaires listing financial and other family information
- Confidential teachers' ratings for college admission or educational guidance purposes
- Guidance surveys, questionnaires, interest checklists, and standardized tests taken by students
- High school application and transmittal cards sent on by elementary (K-8, IS, JHS) school

- Elementary school cumulative record, test record, health record
- Material marked "confidential" relating, for example, to previous suspensions, truancy, appearance in Family Court, assignment to special schools, dates of evaluation by the Bureau of Child Guidance

Because of this accumulation, counselors ideally might screen this material twice a year and remove items which are no longer of interest or relevant to the student's on-going progress in high school.

There are two other records, both of a temporary and transient nature, with which guidance personnel deal in the course of furthering students' growth and development: the report card and the program card. Report cards, usually issued three times a term and thus returned at least twice to the custody of the school, provide a running commentary on many aspects of a student's achievement. (They may also include citizenship and character ratings.) Guidance personnel should check report cards routinely for erasures and possible forgeries of parents' signatures. Since the report card is the main conduit of communication between the school and the home, care should be taken that it fulfills this function. The unreturned or "lost" report card is also a reason for a counseling interview, especially if it becomes a pattern of behavior. Multiple failures on a report card furnish an occasion for further exploration of lack of achievement, possibly with parent involvement, or even initiated by the parent. A poor report card is a symptom which may well call attention to the need for a change in course of study or educational goals, just as an excellent report calls for commendation, recognition, perhaps expansion or upgrading of studies, and extra-curricular activities.

The student's program card must be checked for errors of transcription as soon as it is received, at the beginning of the term or cycle, because students may, in their general deference to authority and desire to please adults, sit in the wrong room studying a subject neither requested nor planned for them for an entire term. Guidance personnel who have interviewed each student prior to programming should also check to see that students have actually registered in all their classes; there is always a temptation to shorten a long school day by failing to attend an early morning or late afternoon class. To the extent that guidance personnel can help to establish controls for weak-willed students at the very beginning of each term, student opportunities for achievement are increased.

Access to Student Records

No school records, permanent or temporary, can be kept from the parent,[22] except the School Medical Reports, which are the property of the Department of Health. Indeed, the right of access is given to students eighteen years old or older and high school graduates; the "Buckley Amendment" to the 1974 education act has further extended this right to college records as well.[23] Thus, parents, at regular intervals, or by request at any time, may see the student's permanent record card, teacher's notes, grades and ratings, and all other contents of the "guidance folder," and may reproduce or make note of any of these materials. Moreover, the parent's consent is required to release any part of this information (or the student's consent if he/she is over eighteen or a high school graduate).[24] Any doubt in the mind of the principal or counselor is considered sufficient justification for withholding information until proper authority is shown.

The parameters of confidentiality are not quite as clear in relation to the school staff. The general guideline for sharing record information with teachers and other school personnel is whether it is necessary for the proper performance of their duties. Thus, a teacher may be advised that a child with a kidney ailment should be excused to go to the bathroom frequently, or a child with poor vision should be seated in the front of the room. In regard to information about family or personal problems which comes into the possession of the counselor, it is sometimes wiser to keep information than to share it. Some people are tempted to use certain incidents as examples in casual conversation, or as anecdotes at a social gathering; and while this may seem harmless, repercussions would adversely affect the counseling relationship if the student became aware that confidences were treated lightly.

The confidential nature of the doctor-patient or lawyer-client relationship is universally recognized as being part of the services performed by the professional; and the confidential nature of the counselor-counselee relationship is no less important. Only when this confidence is respected are students able to talk freely, often revealing more than they wish, sometimes even giving information that may involve them in deeper trouble or family discord.[25] Most important, there is no real change in the learning situation if Mary's English teacher knows that her best friend is now dating her ex-boyfriend, or that John's father has just undergone abdominal cancer surgery. Students in trouble do not need or ask for special consideration in meeting academic requirements; indeed, the stability of the daily routine may help them to recover their balance. For these same reasons, it is also wise not to remove anecdotal or confidential guidance records from the office, but to work with them in private.

Interpreting Data to Pupils and Parents

When a student, parents, or both, are looking at any part of the student's record, there should be a "member of the professional staff to assist the parent in interpreting the records."[26] Raw data are never meaningful, and the counselor is in the best position to present information in the light of the total student picture. Specifically, the following information is significant only as part of the relevant matrix:

- *Standardized test scores* – Students and parents may ask these questions: Why are the test scores so low? Is Johnny's progress slow for his age? Why isn't he learning anything? Guidance personnel need to know at what age various tests were taken. Was improvement shown over previous tests? Is the student a recent arrival at the school? (city, country?) Were there any special circumstances obtaining at the time of the test – illness? family problems? Can we arrange a retest now? What are our future plans for remediation; tutoring; special programs; educational and vocational goals?
- *Subject failures* – These questions are asked also: Why is the student failing? Did the student do better work in elementary school? Doesn't the teacher like him? How will he get into college? Guidance personnel need to know whether subject failures are in a particular area – mathematics? foreign language? Is this a pattern? What expectations were carried over into senior high school from the lower schools? What differences in standards exist? Are enough credits being earned to meet diploma requirements? If not, can we make plans for summer school or evening high school courses later on, to make up a few missing credits? Can we face the possibility that Johnny or Jane will take extra time to graduate?
- *Attendance breakdown* – Parents often ask these questions: If I send him to school every morning, what more can I do? His health is poor, and he can't always get up on time; can't that excuse his being late? Guidance personnel need to know whether a pattern of excessive absence developed before high school. Has poor attendance resulted in subject failures? What do teachers say about Johnny's potential ability? Has he had a medical examination recently? Can we arrange for one? What are his program preferences for next term? Can we arrange for a daily or weekly attendance check, by means of a "daily report card," to help him structure his school life at this point?

"Let's look at the record" was the late New York Governor Al Smith's campaign opening, and the same statement is an excellent counseling opening for concerned parents and student. It is important to make use of an outstanding and excellent record as a springboard for future planning and goal orientation; we tend to take the good student for granted and to send the parent away proud and happy with compliments and praise. Even an excellent scholastic record should be examined in the matrix of subjects studied, age, special circumstances, aspirations, and general personality characteristics. Guidance personnel may then need to know whether or not the student is taking subjects difficult enough to tax his ability. Is the student sacrificing extra-curricular activities for extra hours of study? Are high marks achieved at the cost of health; social life; peace of mind? Are parents' aspirations driving the student too hard? Or – should the student consider an early admission college program; advanced placement; community service? The record itself does not speak; only interpretation by the counselor can make it audible and meaningful.

NOTES

1. "Services of the Full-Time Counselor," *Counselor Guidebook* (New York City: Board of Education, Bureau of Educational and Vocational Guidance, 1972), pp. 15-17.

2. Annette Garrett, *Interviewing, Its Principles and Methods* (New York: Family Service Association of America, 1972), pp. 4, 5.

3. Garrett, p. 12.

4. James Doverskike, "An Essay on Listening," *The School Counselor*, May 1974, p. 373.

5. See *Counselor Guidebook* (New York City: Board of Education, Bureau of Educational and Vocational Guidance, 1972), p. 41.

6. John Vriend, and Wayne W. Dyer, "Vital Techniques in Effectively Conducting Initial Counseling Interviews" *Educational Technology*, October 1974.

7. "How Good Are Your Parent Conferences?" *It Starts in the Classroom* (New York City: Board of Education, Office of Public Affairs, February 1974).

8. Garrett, p. 14.

9. *Guidance in the Middle Schools*, (New York City: Board of Education, 1973).

10. Sheldon D. Glass, *The Practical Handbook of Group Counseling* (Baltimore: BSC Publishing, 1970).

11. See especially George M. Gazda, *Group Counseling: A Developmental Approach* (New York: Allyn and Bacon, 1971); M. Ohlsen, *Counseling Children in Groups* (New York: Holt, Rinehart and Winston, 1973).

12. For an interesting project involving ninth year students in developmental seminars to help them adjust to high school, see Donald G. Marcotte, "An Approach to the Problem Student Problem," *Personnel and Guidance Journal*, April 1974, pp. 548-551.

13. Adapted from *Guidance in the Middle Schools*, p. 117.

14. Topics used in career orientation lessons at Clara Barton High School for Health Professions.

15. See exercises in Sidney Simon; Leland W. Howe, and Howard Kirschenbaum, *Values Clarification – A Handbook of Practical Strategies for Teachers & Students* (New York: Hart, 1972).

16. See curriculum guides entitled *Deciding* and *Decisions and Outcomes*, published by the College Entrance Examination Board, Princeton, N.J.

17. One such game is "Career Motivation Project," (CMP), distributed by East Aurora Free School District, Center Street and Sweet Road, East Aurora, N.Y. 14052.

18. See *How to Secure Help for Those Who Need It* and *Directory of Social Service Agencies*, published by the Community Council of Greater New York, 225 Park Avenue South, New York 10003; telephone 777-5000.

19. A child may be taken into protective custody, even without a court order, by a person designated by the Department of Social Services, a police officer, or an agent of the Society for the Prevention of Cruelty to Children, according to the *Child Protective Services Act*, New York State, 1973.

20. *Regulations Governing the Collection, Maintenance, and Dissemination of Student Records*, Special Circular No. 103, 1972-73 (New York City: Board of Education, March 27, 1973).

21. These must be expunged if a hearing exonerates the student.

22. In the case of separated or divorced parents, this means the parent with whom the child resides.

23. Recent changes in the law make exceptions for materials such as family financial statements and certain letters of recommendation.

24. Unless there is a court order, an emergency, or a directive from the Office of the Chancellor.

25. Garrett, p. 77.

26. Special Circular, No. 103, 1972-73 (New York City: Board of Education, March 27, 1973).

chapter 9

Career guidance

The ideal for every New York City high school would be to have a licensed full-time guidance counselor assigned as a career counselor on every guidance staff, just as there is a college adviser in every high school. However, even if there were a career counselor, every other member of the guidance staff still would have to know the fundamentals of career guidance, and this is even more necessary in the absence of funding for comprehensive career programs in most high schools.[1] What used to be referred to as "vocational guidance" – a collection of related guidance services which relied largely on a "trait and factor" approach, matching tested aptitudes against occupational requirements and arriving at the correct monotype for each individual pupil – is now outmoded.[2] Guidance personnel are no longer interested only in occupational choice – urged, as it were, prematurely, at an early stage of secondary education – and based on tests whose predictive value was questionable. Guidance personnel look, rather, to what Donald Super calls vocational development, which postulates:

- Career development over a life-span, rather than the single occupational choice at a point-in-time focus.
- Occupational choice as a developmental process, rather than a choice made once and for all during middle or late adolescence.
- Educational personnel at all levels playing a part in this aspect of human development.
- Seeing work as a medium for self-understanding, rather than people as objects to be matched to jobs.
- Career guidance as a major educational goal.

To this end, guidance counselors must be acquainted with three basic areas of career guidance and equip themselves with the knowledge, skills, and resources to aid pupils in these areas:

- Self-discovery and self-awareness
- The world of work and the status of the labor market
- Job survival skills and the relationship between high school subjects and careers

In recent years, a wealth of materials has been developed in all three areas: books and pamphlets, films, filmstrips, kits and games, and general and specific interest, aptitude, and personality test batteries. In addition, the present emphasis on humanistic learning has produced books and manuals of motivational materials in self-awareness, values clarification and decision-making. Counselors should avail themselves of all these aids, some of which will be described here.

SELF-DISCOVERY AND CAREER GUIDANCE

Somewhere in his seminal writings on career development education, Norman Gysbers remarks that it is not true that careers belong to some people; every one has a career because a person's life is his or her career. The opposite is, of course, also true; a person's career helps make his or her life. The assumption of career guidance is that education can affect, and even implant, characteristics, attitudes, and values which are desirable in achieving a satisfactory life work. However, like the iceberg, nine tenths of an individual's traits are hidden. The teacher of the ghetto children (who expressed themselves so well both in the book and play, *The Me Nobody Knows* [3] mobilized the children to write on "How I See Myself" or "How I See My Neighborhood." It has been found, however, that asking students what they want to be, or, better still, giving them some work or play experiences relating to careers, helps them to learn basic skills and to gain in self-awareness and sense of identity. In New York City junior high schools, "career guidance class" was the name given to small groups of children with low reading grades and problems of social maladjustment, and the high school program for CRMD classes is tied to work experiences. (See Chapter V.)

The high school career counselor, or guidance counselor acting as career counselor, makes use of a variety of techniques of self-evaluation. For career guidance purposes, emphasis should be on information regarding strong and weak points, self-concept, self-image, and modes of relating to groups. The following sample exercises and activities [4] can be used in situations, such as:

Group counseling sessions
Individual interviews
Demonstration classroom lessons
Helping teachers plan career lessons

HUMANISTIC TECHNIQUES FOR SELF-DISCOVERY

To plan with teachers for use of humanistic techniques in the classroom is one of the most important contributions guidance counselors can make. The following examples of such techniques merely hint at the scope and variety of lesson plans, exercises, case histories, topics for discussion, and other approaches already available to teachers and counselors.

Taking Stock

Rate yourself "superior," "average" or "limited" in a number of physical characteristics (health, vitality, strength, stamina, appearance), social characteristics (making first impressions, getting along with others, keeping friends). Prepare the rating is these terms: "I See Myself Now" and "Where I Will Be in Ten Years."

Mirror Image

Place a check for "much like me", "somewhat like me", or "not at all like me" for such characteristics as – willing to help others, self-confident, well-groomed, courteous, able to concentrate, has control of temper, enjoys being with people.

Discussion: List three of your major interests. Which of the characteristics that you have checked will be most helpful in developing your interests? Most harmful?

There are many variations of *Mirror Image*. Lists of characteristics may be check-rated for how students see themselves and how they feel others see them, e.g., my athletic ability is: – better than most people's, – the same as most, – not as good as most. Other people think my athletic ability is . . . . (Counselors may construct their own checklists of characteristics or may use prepared materials such as *A Resource Guide for Career Development in the High School*, Minnesota Department of Education, 1972, or the Nassau Board of Cooperative Education Services (BOCES) *Career Programs – Outreach* or *Helping Children in Career Development* (New York City: Board of Education, Bureau of Educational and Vocational Guidance, July 1974).

Case Histories

Here are three:

1. Paul does well in mathematical computations. He likes to tinker with mechanical objects. He likes to be with people, but is usually shy and not talkative. Knowing what you do about Paul, the job type you would recommend for him is:

a. salesperson	c. reporter
b. engineer	d. radio announcer

2. Pauline has always enjoyed helping hurt animals. She nursed sick starlings back to health, put splints on the cat's broken leg. Neighbors always know whom to ask for advice when a pet is ailing. In high school, her marks were good, and she was planning to become a veterinarian until her uncle warned her that much money and many years would be spent before she could get her degree. He also insisted that veterinary medicine was no field for a girl. No man would want to marry her. If you were Pauline, what would you do? Should girls avoid fields like veterinary medicine?

3. Helen and Tom Arlett have had to struggle hard

for each dollar they have made. They do not want their son, Howard, to work as hard and to accomplish as little as they. Howard has been a mediocre student. He enjoys working with his hands. He finds school boring and would be proud to follow in his father's footsteps and even get a job in the same company. Howard knows that his parents want him to go to college. He just can't see tying himself up for so long and getting little or nothing out of it. Can this problem be solved without hurting anyone? What would you recommend?

Group Approach

Each member of the group is given a sheet of paper on which he or she writes one sentence under each of these headings:

What I'm Like
What Others Think I'm Like
What I'd Really Like to Be

Papers are collected. Volunteers read randomly selected papers; group suggests appropriate job clusters.

Relating to Others

Some exercises demand consideration of other people's feelings and reactions. Here are three such exercises:

1. *Whom Do You Turn To?* When pressures begin to pile up, whom do you turn to for support, advice, sympathy, or just listening? (Response: When I am in the midst of a fight, and feel I am losing, I turn to . . . because . . .)

2. *What Do You Do When?* If someone shouts at you in anger . . . what do you do? If you disagree with what someone says in a conversation . . .? (More than one answer to each question is acceptable.)

3. *Case History:* Ina has been told by her parents that this is it. Either she drops the friends that she now has, or she quits school and goes to work in the factory where many of her relatives work. If she wants to run away from home, that's her decision! Her friends, however, are the only ones Ina cares about. They are tops for her, even though what they do does not meet with her relatives' approval. She feels angry and helpless. The last thing in the world that she wants to do is leave home. Why does Ina cling to her friends in spite of her parents' objections? Why might her parents object to her friends? If you were in her place, how would you solve her problem?

OTHER HUMANISTIC APPROACHES

In addition, there are many activities used in sensitivity training with both adult and adolescent groups which counselors might use to break the ice in group counseling. Here are three suggested activities:

1. *Responsive Writing:* Everyone in the group writes for about ten minutes after being given a stimulating phrase. Then people share what they have written. *Purpose:* To encourage free association and share thoughts in order to gain new personal insights.
2. *Sharing Secrets:* Each person writes a secret that he or she has never shared on a card. These cards are pooled in the center, and then each person selects one. The secrets are then read to the group and discussed. *Purpose:* To encourage sharing and discussion of feelings.
3. *New Names:* On the basis of a first impression, decide on a new name for each member of the group (person being named does not participate.) *Purpose:* To start a group and encourage feedback.

These exercises are directed by persons who themselves have undergone sensitivity training in group dynamics; it is obvious that unless they are used with caution, confidence may be breached, feelings hurt, and some member of the group rendered inoperative.

Humanistic approaches, in general, are never the sure-fire techniques they sometimes appear to be on paper. Much depends on the group leader, and it is important that every participant always be given the option to "pass", i.e., to abstain from assuming a role that seems threatening. Care should also be taken to guarantee that children who find themselves unable to respond to what others may consider the most stimulating of questions not be made to feel they have "failed" in any way.

Values Clarification and Decision Making

A humanistic approach to career education was undertaken by project Goal Orientation-Career Orientation [5] in 1973-74 in nine high schools and nine mini schools in New York City. With the general aim of overcoming isolation of disadvantaged minority youth in the ninth and tenth grades, a target group was identified consisting of students who commuted to open enrollment schools, those not assigned to the College Bound Program or the College Discovery Program, those whose first choice was a vocational high school, and the entire population of the mini-schools. The role of the career counselor was to relate career planning to the educational continuum in the school, and to close the credibility gap on educational and occupational opportunities by conducting individual and group counseling with the students for the purpose of:

- Developing self-awareness
- Clarifying values
- Understanding attitudes
- Developing decision-making skills
- Understanding the significance of behavioral tasks in achieving goals.

The techniques and approaches used by these career counselors also can prove helpful to all guidance counselors, since the basic assumptions of career education are that:

> Career development is one aspect of the process of growth and learning, and the quality of career decisions is determined by the type, amount, and validity of the data influencing the decision. In other words, the more one knows about oneself and the world of work, the more enlightened is decision-making.

Since standard educational experience requires students to make decisions involving the future, they will benefit both in the long and the short run by receiving systematic assistance in decision-making.

Values and decisions are interwoven, since choosing a course of action between alternatives means that some selection has already been made of the beliefs and behaviors which hold value enough to be considered as decision choices.[6] For teaching and counseling purposes, however, values clarification and decision-making exercises have a somewhat different emphasis, as the following examples will show; decision-making is more concerned with action and more dependent on the value choices which have preceded it.

1. Values Voting

Values voting enables every student to make a public affirmation of his or her values and thus enables him to compare values with those of others in the group. It makes clear the realization that others often see issues differently. Some issues concerning which values voting might be conducted are these:

- The place of women is in the home as wives and mothers.
- Teenagers should be allowed to choose their own clothes.
- Cheating on tests is sometimes justified.
- The most qualified person usually wins the school elections.
- Mercy killings should be legalized.
- Marks should be abolished in schools.
- Men and women should share housework equally.

2. Twenty Things I Love to Do

To help students examine their most prized and cherished activities, codes are placed next to each activity, to clarify how meaningful or how freely chosen these activities are:

- A dollar sign ($) if it costs more than $3.00
- The letter A for an activity he or she prefers to do alone
- The letter P for an activity he or she prefers to do with people
- The number 3 for an activity which would not have been on the list three years ago
- The letter R for things which have an element of risk, physical or mental
- The letter F for an item which would have appeared on father's list at your age

Other variations in coding are *U* for unconventional, *IQ* for "enjoy it more if I were smarter," *I* for "involving intimacy" and *Date* for noting the last time the activity was performed.

3. Rank Order

A list of values must be numbered in order of importance; this may include, in random order, items such as:

- A comfortable life (a prosperous life)
- Equality (brotherhood, equal opportunity for all)
- An exciting life (a stimulating, active life)
- Family security (taking care of loved ones)

or a question with three or four alternative choices to rank in order of value-laden preferences:

- Where would you rather be on a Saturday afternoon? (at the beach, in the country, in a discount store)
- How do you learn best? (through lectures, through independent study, through seminars)
- Which would you rather be? (an American Black, an African Black, A European Black)

A common variation is a Dollars and Sense scale, where the student is asked to rank people by the salaries he or she thinks they deserve. (i.e., bus driver, supermarket manager, police officer, electrician, medical doctor, TV repairer, priest)

4. Case Histories

Values of teenagers (previously agreed upon as typical) are listed before the stories are presented:

Opinion of others
Helping others
Immediate pleasure
Family loyalty
Honesty
Prestige and recognition
Creativity
Independence
Money
Education
Responsibility

Mr. Slagel is a production editor at Straightforth Publications, Inc. He is making $18,000 a year, enjoying the chance to write, to use his creative ideas, and to see some of them developed. His oldest son will enter college next September, which will be a strain on the family finances. There are four other children in the family. Mr. Slagel is called into the president's office and offered a job of assistant vice-president at a salary of $30,000 a year. As assistant vice-president, he will be responsible for financial accounts, personnel problems, and sales. There will not be time for creative work and the other aspects of his job which he enjoys.

Mr. Slagel decides to ....
He values ....

John is great at working on cars and engines. Next year his high school is starting a new course in auto mechanics. He has one elective choice beyond the subjects he absolutely has to take. However, he wants to go to the state university, which requires that he take another year of foreign language. John must decide on which elective course to take.

John decides to ... .
He values ....

Case histories for use in decision-making may not state adolescent or adult values [7] explicitly, as in the following problem:

There is only one kidney machine available at the hospital. Five people are in need of the machine. A decision must be made within fifteen minutes as to who will receive the service of the kidney machine.

a. Male – age 27, political activitist, arrested for participating in peace marches, rated as a genius.

b. Female – age 60, donates huge sums of money to charity, husband on Board of Directors of hospital, active in church organizations.

c. Male – age 17, captain of Varsity Basketball Team, borderline student, only child of widowed mother.

d. Female – age 9, immigrant parents, two years behind in reading, shy, unhappy.

e. Male – age 35, widower, father of three young children, active in civic affairs, owns small business

Discussion: What statements of values were made in relation to the problem? Were there any conflicts in values? How would you describe the students in the group, judging from their decisions?

Decision-Making Alternatives: To stress multiple possibilities, students are asked to list three alternatives they faced when making these typical, commonplace decisions:

- When you decided on your present high school course
- When your mother insists you have to do the dishes, but your friends are waiting for you
- When an after-school job affects your school work, but you want the money

5. Role Playing

Decision-making lends itself especially to group approaches, and interaction is increased when students play scenes, based on situations calling for two or more roles, such as these:

- A friend invites you to the movies but you want to study for the big test tomorrow
- Your best friend, who is very careless with things, wants to borrow your skates
- If you are late once more, the dean will call your parents to school

Interaction may be based on a statement which leaves open the age and relationship of the characters:

- "When you grow up, you will be thankful that I was firm with you."
- "I'm doing all of this for your benefit."
- "Let's forget this nonsense! You'll do it my way or not at all."

Comments from teachers and counselors who have tried these humanistic techniques indicate that students exposed to this approach have become more energetic and more critical in their thinking, and are likely to achieve greater success in school if they have been underachievers.

Career Counselors have found that the open and accepting atmosphere in which group counseling sessions can flourish is best established by inviting such student participation at the outset. In the long run, if we believe that the knowledge, skills, attitudes, and motivation essential for career planning and decision-making can be fostered and developed, this approach can systematically influence career development.

Tests of Interests and Aptitudes

The best known and most traditional tools for self discovery are tests of interest and aptitudes. Formerly used in slide-rule fashion to match people to jobs, they are now viewed as diagnostic instruments to help students explore their own strengths and inclinations. Tests are constantly being refined and revised, in order to upgrade their predictive worth, but it is recognized that such problems as sex stereotyping and culture bias have not been entirely eliminated. Since tests are not 100% predictive, they are best used as motivation for further exploration in self-awareness. Some tests are simple interest inventories; others measure traits, temperament, basic aptitude-achievement areas, career preferences. There are also instruments to highlight personality problems which might have a direct bearing on career choice.

The tests briefly described below can be administered to individuals or groups on the secondary level[8] by teachers, counselors, or private vocational and educational guidance services. Deeper exploration of personality problems must be left to psychologists and psychiatrists; counselors are not qualified to administer or interpret the Rorschach or the Minnesota Multiphasic Personality Inventory (MMPI). Some tests are machine-scored and this adds to their cost. But these usually provide a profile report for the student, and sometimes for the counselor and school as well. Tests which can be scored by hand include the Career Exploration Questionnaire, the JOB-O, the Mooney Problem Checklist, and the SCAMIN (all described in this chapter). In addition, the Boy Scouts return a computer printout of their own Career Interest Survey, and the Armed Services Vocational Aptitude Battery (ASVAB) is given and scored free of charge.[9]

Ohio Vocational Interest Survey (OVIS)

This test first asks for some background information from the student on occupational preferences, best liked school subjects, course of study, post high school plans, and vocational program choices. (Space is even left for eight questions designed to be used in a local survey, such as queries regarding grades, hobbies, offsite vocational training.) The interest inventory consists of 280 job activity items, to which the student responds according to a five-point rating scale ranging from "like very much" to "dislike very much."

Sample questions are:

- Copy numbers or words neatly.
- Help a nurse take care of old people.
- Sell stocks and bonds.
- Build fine tables, cabinets, and other quality furniture.
- Tell children's stories on radio or television.
- Make maps of the earth's surface from aerial photographs.

The Student Report Folder keys the scores to twenty-four worker trait groups, taken from the Dictionary of Occupational Titles (DOT); they range from Manual (001), Machine Work, Personal Services, Customer Services, Nursing, Numerical Appraisal, Sales Representative, Entertainment and Performing Arts to Medical (222). The student receives a score, percentile rank and stanine for each of the twenty-four categories. A summary report gives information on the student survey questionnaires, and a school summary can also be provided. The test takes from sixty to ninety-five minutes to administer.

World of Work Inventory, by Robert E. Ripley

There are three subtests in this inventory:

- *Career Interest Activities* – 238 items measuring five major occupational areas (comprising seventeen related areas) taken from the DOT: Professional Managerial, Technical (Public Service, the Sciences, Engineering, Business Relations, the Arts); Clerical and Sales; Service; Outdoor; Industrial (Processing, Machine Work, Bench Work, Structural Work, Mechanical and Electrical Work, Mining.)
- *Vocational Training Potential* – 98 items in six basic achievement areas – verbal, numerical, abstractions, spatial-form, mechanical-electrical, and clerical
- *Job Satisfaction Indicators* – 180 items, measuring twelve temperament areas correlated with Volume II of the DOT – versatile, adaptable to repetitive work, adaptable to performing under specific instructions, dominant, gregarious, isolative, influencing, self-controlled, valuative, objective, subjective, rigorous.

The test can be completed in approximately two and one-half hours and can be taken in one, two, or three sittings. Career Occupational Exploration Worksheets have also been developed in conjunction with this test and include school achievement, other test data, and references to codes in the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*. The test scores are given in an interpretive profile booklet sent to the student (with a carbon copy for the counselor) indicating which Occupational Exploration Worksheet to use.

Sample questions from the Career Interest Activities subtest are answered L, N, or D. (Like, Neutral, Dislike):

Serve refreshments at a party
Plan river dams to control floods
Paint lettering on signs
Plan TV commercials
Take a public-speaking course
Convince people of your ideas

Sample questions from the Vocational Training Potentials subtest are similar to standard achievement test items:

Verbal: To AID is to:
a) help b) change c) add d) find

Numerical: Add: 468
2391
6264
87

A. 9100
B. 9210
C. 9201
D. 9000

Sample questions from the Job Satisfaction Indicators subtest, answered L, N, or D, are: Do you *Like:*

- Dropping what you are doing before you have finished
- Keeping up with other workers
- Making a point of remembering names and faces
- Choosing among several possibilities
- Dealing with an emergency
- Following suggestions of others

This test encourages students toward further exploration of their career plans and helps counselors to follow up.

Career Exploration Questionnaire

This New York State Department of Labor inventory is self-scoring and thus can be used for discussion as soon as the scoring sheet is completed. There are 105 statements, which students mark "like," or "dislike," or "indifferent." These statements relate both to interests in various types of activities and to characteristics of temperament. Sample statements are:

- Making useful things out of wood, metal, or other materials
- Checking lists of names for accuracy
- Keeping track of several different things at the same time
- Having your mistakes pointed out to you
- Making puppets, ashtrays, or model planes
- Dressing the way you please, even if people stare at you

The scoring sheet is divided into two sections – interests and temperaments. The interests section has ten classifications (e.g., things and objects, prestige or esteem, social welfare), and the temperament scale has twelve classifications (e.g., management, dealing with people, influencing, performing under stress.) The test takes about thirty minutes to administer, and the results are immediately evident. Individuals or groups, in school or out of school, can thus discuss future plans, especially those relating to entry-level jobs, with a counselor.

For the student to gain real insight into his interests and temperament, some preliminary preparation is suggested, such as explaining when to choose "like," "dislike" or "indifferent," and clarification of the terminology used on the scoring sheet. The high school counselor will, of course, use individual test results in conjunction with other pertinent school records and information gleaned through counseling.

Judgment of Occupational Behavior Orientation (JOB-O)

This very simple test consists of nine multiple choice questions, whose answers give the student an index of nine numbers, each ranging from one to six. Here are the questions:

- How long do you want to go to school? (e.g., complete high school, attend a 2-year college program) . . . .
- What would you like to do? (artistic-literary activities; also business, clerical, sales, social-personal service listed) . . . .
- Choose usually, often, or sometimes for the following:

  I would like a job in which I work with people . . . .

I would like a job in which I tell other people what to do . . . .

I would like a job in which I would be close and friendly with people . . . .

I would like a job in which I would be physically active . . . .

I would like a job in which I work with my hands . . . .

I would like a job in which I work with facts, figures, and information and apply them to my job . . . .

I would like a job in which I could be creative and work with ideas . . . .

In the JOB-O booklet, 120 job titles are listed next to nine numbers which constitute the demands of the specific job. By moving the score index down the page, students look for a "match," according to which five or more of their responses match those listed for a job title.

Follow-up to investigate further career information on the three best-liked job titles is built into the score sheet, which gives the student leads on where to look up the yearly pay, number of job openings, job outlook, kind of training required, and job "cluster."[10] The test takes about forty minutes, including research on the three best-liked jobs.

Kuder General Interest Survey (Form E)

This is one of the better known interest inventories; it is estimated that some fifty million people have taken one of the various Kuder tests since their publication in the 1930's. Form I is interesting to take, and provides immediate feedback of the student's self-expressed interests in ten broad areas: outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social service and clerical. The information is elicited through pin-punched dots corresponding to the most preferred (M) and least preferred (L) activity in 168 triads. Here are some samples:

- Visit a weather station.

  Visit a company that prepares advertising.

  Visit a factory where typewriters are made.

- Catch rare animals for a zoo.

  Cash checks for people in a bank.

  Help people learn to get along better with others.

- Build birdhouses.

  Write stories about birds.

  Draw pictures of birds.

Scoring is done by counting the punch holes as they appear on pattern sheets of each of the ten scales in the back of the test booklet. It is recommended that a sheet of corrugated paper be inserted before taking the test to insure clear marks. Then transfer the score to ten columns on a profile sheet. The columns are based upon national norms, and students can get a bar graph profile by darkening the areas below their percentiles in each area.

The student's copy of the profile includes an interpretation of the ten basic interest areas, which can be discussed with parents at home, with a caution that "high interests are not better than low interests, nor is one interest better or worse than another. What counts is knowing what your interests are and considering them whenever you have an important educational or vocational decision to make." Follow-up is suggested in individual counseling interviews by exploring specific job titles in high-scoring interest areas. The Kuder General Interest Survey, (Form E), for example, can be completed in thirty to forty minutes.

Kuder Occupational Interest Survey (Form DD)

This is a survey which must be machine-scored, consisting of a hundred triads of activities checked for M and L and is intended for high school juniors and seniors, college freshmen, and adults. It helps identify occupational choices because students' preferences are scored in comparison with norms for people in a wide variety of occupations. A Report of Scores Form, together with an interpretative leaflet, is mailed back to the student.

Armed Service Vocational Aptitude Battery (ASVAB)

This is an aptitude test, sponsored by the Department of Defense, and administered to high school seniors jointly by all the military services – Army, Air Force, and Navy. Aptitude test batteries (such as the DAT – Differential Aptitude Tests – discussed later in this chapter, and the GATB – General Aptitude Test Battery – of the New York State Employment Service) are measurement instruments, rather than tests of self-expressed preferences, which is the case with interest inventories. Testing is entirely voluntary on the part of the students, who sign a release allowing scores to be sent to the school guidance counselor or to the Department of Defense. An ASVAB session lasts about two and one-half hours.

There are nine subtests, of twenty-five multiple choice questions each, in the following areas: Coding Speed, Word Knowledge, Arithmetic Reasoning, Tool Knowledge, Space Perception, Mechanical Comprehension, Shop Information, Automotive Information, and Electronics Information. The aptitudes tested include: Electronics, General Mechanical, Motor Mechanical, Clerical Administrative, and General Technical; and scores, also expressed in percentiles, are derived from weighted combinations of the subtests. The administration, proctoring, and scoring of the test in each high school are done by the Department of Defense, and scores are received within six to eight weeks after testing dates.

The armed services are naturally interested in stimulating seniors' interest in a military career, but tables are available which show the student the relationship between the military occupational groups mentioned above and certain civilian occupations. Students incur no obligation in taking the tests, and can discuss with their counselors career plans not connected with a military career.

Differential Aptitude Tests (DAT)

This test battery can be used to yield a measure of scholastic aptitude, by considering only the first two of eight subtests – Verbal Reasoning and Numerical Ability (VR and NA.) The other six subtests – Abstract Reasoning, Clerical Speed and Accuracy, Mechanical Reasoning, Space Relations, Spelling, and Language Usage – also yield scores which can be converted to percentiles on the appropriate table of national norms. Each test is forty minutes long and is answered on separate sheets which are machine-scored.

The Verbal Reasoning test has fifty sentences or analogies, with the first and last word left out, as in this sample item:

. . . . is to building as designer is to . . . .

A. architect . . . clothes
B. roof . . . artist
C. roof . . . clothes
D. cement . . . clothes
E. roof . . . modiste

The Numerical Ability test consists of forty problems, each with five possible choices of answer:

Multiply: 484
25

A. 10900
B. 11100
C. 11900
D. 12100
E. none of these

The Abstract Reasoning, Mechanical Reasoning, and Space Relations Tests are more nonverbal, using pictures, diagrams, and forms to a large extent.

The Individual Report Form returned to each student includes a profile chart and concise statements telling what each of these items measures. Schools also get rosters (alphabetical or arranged according to homeroom or counselor groups) and a label, which can be attached to the permanent record card. Optional services (for an additional charge) include extra rosters and labels, Individual Report Forms, frequency distributions for the school, and a Career Planning Questionnaire whose results are integrated with the DAT scores to give a Career Planning Report.

If all eight subtests are given, it is recommended that two, four or six sessions be used.

Career Interest Survey, Boy Scouts of America

This annual survey of each student's career interest is also known as the "Explorer" survey; when first and second career choices are the same for a substantial number of students in a school district, an "Explorer" club is formed. This organization, which students then join, is sponsored by the Boy Scouts for the purpose of listening to speakers, making field trips, and assaying "hands-on" experiences in the career area chosen. Career interests are polled in over seventy fields, ranging from accounting to zoology; and as an extra service to the high school, choice frequencies and preferences are supplied after the information has gone through the computer.

Some preparation may be necessary before students take the test, by way of vocabulary drill on the terminology used on the survey card – i.e., anthropology, archeology, meteorology, oceanography, mortuary science. Counselors in some high schools have reproduced the survey card and added feedback items, such as:

. . . . I should like to speak to a counselor about my career choice.

. . . . I should like to explore my career choice further through:

- conferences with groups having the same career choice
- guest speakers
- field trips
- booklets and pamphlets.

Self-Concept and Motivation Inventory (SCAMIN)

The process of self-discovery must take into account self-awareness of certain personality traits, as well as of interests and aptitudes. Although the counselor is not trained to administer psychological tests, there are some simple, hand-scored inventories of certain traits which lead to success or failure in school; and, by extrapolation, in other activities as well. This test concentrates on self-concept, motivation, and cooperative adjustment to school. The self-image is measured by a game-oriented approach indicated by the subtitle of the test: "What Face Would You Wear?" The five choices are listed on the answer sheet, accompanied by five face masks, ranging from sad to happy:

A. I would feel about as unhappy as I could.
B. I would feel somewhat unhappy.
C. I wouldn't feel one way or the other.
D. I would feel somewhat happy.
E. I would feel as happy and proud as I could.

These feelings are elicited from about sixty-four statements or actions designed to emphasize four major factors which determine self image.

The following two factors make up the elements of motivation:

- *Achievement Needs* – the positive regard with which a student perceives the rewards of learning and performing in school
- *Achievement Investment* – shunning the embarrassment and sanctions associated with failure in school

The two elements of self-concept are:

- *Role Expectations* – acceptance of the demands the student thinks "significant others" make of him
- *Self-adequacy* – positive regard with which a student views his probabilities of success

Sample questions in each of these four major factor areas (students taking the test are unaware of these groupings) are:

- *Achievement Needs:* What face would you wear if a teacher picked you to lead a discussion group?
- *Achievement Investment:* What face would you wear if you had the responsibility to turn in a project on the last day of school and you forgot all about it?
- *Role Expectations:* What face would you wear if ten years from now, you were seeing a movie of yourself as you are now?
- *Self-Adequacy:* What face would you wear if you had a chance to argue a classmate out of quitting school?

The four bands on the answer sheet yield a high, medium, or low profile, which counselors can use indirectly in helping students with their decisions and problems. A uniformly high profile on all four factors, for example, while not insuring that the student will achieve high marks in school, indicates that lack of achievement is not due to a defeatist attitude, and that the student will continue to strive. High attitudinal motivation, however, does not always guarantee good study habits and industriousness. A uniformly low profile in all four factors describes a child who is receiving and expecting little satisfaction from school; the counselor can then look into possible causes, such as different cultural values, depression, alienation, and unrealistic parental demands.

There are several skewed profiles which provide counselors with useful, interpretative information about the student.

- *Anxiety Profile:* high motivation and low self-concept. This youngster wants to achieve; is, in fact, afraid not to achieve, but doesn't think he or she can or will achieve.
- *Denial Profile:* high self-concept with low motivation. This student rejects the rewards of school because his or her sense of self-adequacy seems no longer to depend on school success.
- *Protection Profile:* high achievement with lower self-adequacy. This student is achieving but feels inadequate, possibly because his or her standards are too high; or self-denigration is being used as a means of gaining sympathy and praise.

The sensitive counselor can make good use of the SCAMIN inventory in individual counseling interviews, without ever taking the answer sheet itself out of the drawer.

The Mooney Problem Check List

Helping a student to express personal problems is often the first step in career counseling, or any kind of counseling. The check list method of self-observation can elicit expression of problems, the discovery of which might require a number of sessions with a counselor. The procedure is simple; students read through 330 problems, underline the problems which are of concern to them, circle the ones of most concern, and write a summary in their own words. There are also three other questions to answer in writing:

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems? Add anything further you may care to say to make the picture complete.
2. Would you like to have many chances in school to write out, think about, and discuss matters of personal concern to you? Please explain how you feel about this question.
3. If you had the chance, would you like to talk to someone about some of the problems you have marked on the list? If so, do you have any particular person(s) in mind with whom you would like to talk?

There is no scoring of such a list, but a summarizing process is facilitated by counting the problems underlined and circled in each of eleven areas:

HPD – Health and Physical Development
FLE – Finances, Living Conditions, and Employment
SRA – Social and Recreational Activities
SPR – Social-Psychological Relations
PPR – Personal-Psychological Relations
CSM – Courtship, Sex, and Marriage
HF – Home and Family
MR – Morals and Religion
ASW – Adjustment to School Work
FVE – The Future: Vocational and Educational
CTP – Curriculum and Teaching Procedure

Of the 330 problems, there are thirty in each area; and summarizing is made easier because they are grouped in bands across the check list. Thus, typical sample problems are:

HPD

Being underweight
Being overweight
Not getting enough exercise
Getting sick too often
Tiring very easily

FLE

Borrowing money
Working too much outside of school hours
Working for most of my expenses
Getting low pay for my work
Disliking my present job

SRA

Wanting to learn how to dance
Wanting to learn how to entertain
Wanting to improve myself culturally
Wanting to improve my appearance
Too careless with my clothes and belongings

CSM

Being in love
Loving someone who doesn't love me
Deciding whether I'm in love
Deciding whether to become engaged
Needing advice about marraige

SPR

Slow in making friends
Being timid or shy
Feelings too easily hurt
Getting embarrassed too easily
Feeling inferior

PPR

Being stubborn or obstinate
Tending to exaggerate too much
Having bad luck
Not having any fun
Lacking self-confidence

The uses the counselor can make of such an instrument are obvious. It facilitates individual counseling interviews by giving students an opportunity to review their own problems and see the range of personal matters which they might discuss with the counselor. The counselor saves time by a quick review of the expressed concerns of the student. For group guidance, the broad coverage of this check list lends itself to surveys leading to plans for individualized action. Such surveys may also be useful as a basis for homeroom, group guidance, and orientation programs in several ways:

a. To find out what problems young people are concerned with in their individual lives
b. To help locate students who want and need counseling or other help with problems relating to health, school, home, social relationships, and other personal situations
c. To help determine the most prevalent problems expressed within the student body, as a basis for new developments and revisions in curricular, extra-curricular, and guidance programs of the school
d. To discover discussion topics or group activities related to the personal interests and needs of the group
e. To suggest approaches by which the counselor can establish more personalized relationships with the members of a group

The aforestated are just a few of the individual and group tests now used on the secondary level – primarily for deepening self-awareness and exploring the parameters of the "me" who will look for future self-fulfillment. The other half of this equation is exploring the occupational choices open to young people in today's world.

THE WORLD OF WORK

Opportunities for Vocational Training

Some New York City students have made preliminary (although not necessarily permanent) vocational choices by enrolling in vocational and technical high schools. They have thus indicated a preference for printing, aerospace occupations, food trades, or computer repair. Aviation High School, for example, is a central unit trade school which prepares its students for civilian aviation and aerospace careers directly after graduation. Students qualify for jobs as aircraft and powerplant maintenance technicians, airport mechanics, repair station technicians, and aerospace manufacturing technicians. They may, of course, go on to further education to become aeronautical engineers and pilots. The school plant includes an aircraft hangar, housing fourteen flyable aircraft on which students learn how to inspect, repair, service, maintain, start, and operate the engines. Another building houses thirty-six aviation mechanics shops with all types of aviation engines, hydraulic and sheetmetal shops, and aviation welding shops, each of which duplicates the exact materials and equipment used in the aviation industry. The vocational schools seek thus to duplicate conditions in industry.

The bonds between private industry and public education are strengthened by various vocational advisory groups, such as the Industry-Education Coordinating Council of New York City [11] and the Advisory Council for Occupational Education. This latter is a state-mandated group of fifteen unsalaried members (and a small salaried staff at the Board of Education) which has been instrumental, through approximately fifty-two local Educational Advisory Commissions in specific vocational fields, in encouraging or instituting activities such as:

- Arranging summer jobs for airlines students
- Reviewing curriculum guides to meet new government regulations in aerospace education
- Devising a new course for students of limited ability to qualify as mechanics' helpers
- Supplying the latest information on technical developments to the Board of Examiners, for use in examining potential teachers of automotive, fashion, aeronautics, cosmetology, and printing courses.

Center for Career and Occupational Education

The Center for Career and Occupational Education (CCOE), of the Division of Educational Planning and Support of the Board of Education, develops and coordinates career programs on both the secondary and the adult levels, and provides articulation between public and private training institutions, such as labor union apprenticeship programs. Career education is also a responsibility of these offices, which operate under the umbrella of CCOE:

- Agricultural Career Education Unit
  Business and Distributive Education
  Health Careers Education Unit
  Home Economics
  Industrial Arts
  Trade and Technical Education

The After School Occupational Skills Program and the Shared Instruction Services Program (see Chapter V) also operate under the aegis of the Center for Career and Occupational Education. For adult education, the CCOE maintains several programs,[12] including:

- Evening Trade Schools – provide opportunities for adults over the age of 17 to upgrade their skills or to learn new skills
- Evening Pre-Employment Training Program – available to unemployed or under-employed adults who wish to upgrade their skills or qualify for entry-level jobs in occupations in which shortages exist
- Manpower Development Training Program – for unemployed and underemployed youth and adults, referred by New York State Employment Service (NYSES), who are eligible for training in thirty-seven different occupations for a period of five weeks to one year.

Bronx Career Counseling and Resource Center

The Bronx Career Counseling and Resource Center, another CCOE project, welcomes high school age youth and adults who desire career counseling. The Center fosters career decision-making for its participants, guiding them to match their personal perception of career interests and abilities with the demands of a variety of careers.

After a needs-assessment counseling session, participants are referred to schools, training programs, jobs, or other ancillary services. Center counselors provide adjunct services at high schools, and community programs to enhance the occupational growth and development of Bronx residents through group guidance. Understanding of self and the world of work are the major objectives of the group sessions.

The Resource Center provides a wide range of multimedia bilingual career materials and information to staff, schools and the community on a free-loan basis. A full complement of guidance tools and resources related to the world of work is available to participants. These include: vocational interest and aptitude tests, a computerized guidance information system, eight vocational evaluation labs, and a speakers' bureau. Assistance is provided to school personnel in arranging career days and infusing career education concepts into existing curricula.

CCOE also directs work-incentive programs for welfare recipients (jointly with the Department of Social Services) and "reaching out" programs for adults in poverty areas who have not acquired eighth-grade level basic skills.

Students who have graduated or dropped out of high school may decide to seek an occupation by enrolling in a private vocational school. Counselors do not, of course, recommend or comment on any private vocational or trade school, but they may certainly suggest some questions prospective students can ask about the school. Sample questions of this sort are available in materials published by the Federal Trade Commission.[13]

Counselors may also suggest that students beware of high pressure salespersons who say, "Sign up now. This is your last chance"; or who try to sell a school because it is "accredited," promise a fabulous career or a glamorous job, or compliment the prospective entrant for getting an A on the Aptitude test. Other places which the counselor might suggest as sources of information about vocational training include the Better Business Bureau, Chamber of Commerce, The Association of Private Vocational Schools, unions, local and state employment agencies, and the schools themselves. There is no reason, moreover, why counselors themselves cannot help students or former students to find the data they are seeking on one or more occupations.

Resources for Occupational Information

The Dictionary of Occupational Titles (DOT) is "The Bible" for all personnel engaged in job placement and vocational counseling. Originally developed for United States Employment Service (USES) and its state-affiliated employment services, *New York State Employment*, this two-volume publication, which is updated periodically, offers the most complete and reliable information sources and direction finders for seekers of occupational information. It is best for students to consult the DOT, at least at first, with a counselor, because the 35,550 job titles defined in the latest edition are often listed under more than one name. Much, moreover, may be learned from the six-digit code numbers accompanying the job titles. Jobs are grouped in "clusters"[14] of related occupations, which in the DOT are indicated by a first digit from 0 to 9. Various "clusters" of job categories, developed by the United State Office of Education, the Department of Labor, and university graduate schools, function as reference aids, and relationships between jobs are sometimes suggested by apposite groupings within a cluster. Volume I of the DOT contains job descriptions, while Volume II largely forms its categories according to worker traits. Here is a sample job title description from Volume I:

> BULLDOZER OPERATOR (any ind.) I 850.833. grader man; scraper man. Operates tractor equipped with concave blade attached across front to gouge out, level, and distribute earth, and to push trees and rocks from land for constructing roads and buildings or planting crops: Fastens attachments to tractor with clevis or wedge-pin hitches. Connects hydraulic hoses, belt, mechanical linkage, or power takeoff shaft to tractor to provide power to raise, lower, or tilt attachment. Moves levers to control tool bars, carriers, and disks. Moves levers and pushes pedals to maneuver tractor, and raise, lower and tilt attachment to clear right-of-way by reshaping and distributing earth and pushing aside trees and rocks: Estimates depth of cut by feel of lever and stalling action of engine. Drives bulldozer in successives passes over terrain to raise or lower terrain to attain grade specification.
>
> BULLDOZER OPERATOR (any ind.) II see under PRESS OPERATOR, HEAVY DUTY.

Each of the six code numbers refers to a classification system which yields a great deal more information – the second digit in one of eighty-four subhead "clusters" of jobs, the third digit in one of 603 classes of jobs, the fourth, fifth and sixth digits in job activities related to data, people, and things, respectively. Any job thus can be explored in depth. In addition, Volume II lists related jobs in a single basic cluster, together with traits which have proven successful for these jobs.

The Occupational Outlook Handbook (OOH) on the other hand, can be directly consulted by young people; it provides information and knowledge which definitely broadens their choices of career plans. For more than 850 occupations, the OOH devotes several double-column pages each to detailed information on:

- Nature of the work
- Places of employment
- Training, other qualifications, and advancement
- Employment outlook
- Earnings (how much? in cash? kind? fringe benefits? vacations? location?)
- Working conditions (overtime? shifts? environment? outdoor? hazards? physical demands?)
- Sources of additional information – mainly Bureau of Labor Statistics publications,[15] such as the *OOH Quarterly*, the *Monthly Labor Review*, and *Area Wage Survey*.

In recent years, many fact-finding games and data retrieval devices have been commercially marketed (mainly by Science Research Associates, Scholastic, and Chronicle Publishing Company) to help students investigate jobs. Perhaps because there are more occupational choices open to the young today than ever before, the feeling is that young people should not select their occupations from the relatively few jobs they have been exposed to, but should – after some degree of self-exploration and self-awareness has been achieved – look into more of the vast body of occupations consistent with their particular interests and abilities. The multimedia approach has been used in these exploratory activities, so there are available not only kits and games but also desk-top viewers, audio-cassettes coordinated with filmstrips, videotapes, and films. (See Sources of Information for the Counselor.)

Some of the better-known kits and multimedia exploratory aids are:

Occupational Exploration Kit (OEK)
Career Information Kit (CIK)
Occupational View Deck
Hoffman Career Modules
Discovery
Job Experience Kit

The OEK is contained in a fairly large, oblong case which can rest on a table about half the size of a standard teacher's desk. It contains 400 "Occupational Briefs" or specific four-part summaries of the duties of the occupation, general working conditions, personal qualifications, educational requirements, how to get started, how to advance, earnings, the outlook for the next decade, and sources of additional information for this job. Motivation and directions for using the Briefs are provided by the Occu-Scan, a coding device which helps a student select those jobs for further exploration which fit him or her:

- Educational level and preparation
- Word Ability
- Number Ability
- Interests – the classification used in the Kuder Interest Inventory is: Outdoor/Mechanical/Computational/Scientific/Persuasive/Artistic/Literary/Musical/Social Service/Clerical

Since each Occupational Brief has been coded for all four elements, the student is able to identify, by Brief numbers visible through transparent circles on the master cards (corresponding to "High Work Ability," "Low Number Ability," "Outdoor," for example,) those occupations he or she would be interested in knowing better. In addition, OEK provides seventeen "Job Family" booklets to help youngsters recognize similarities between jobs in a certain field.

Jobs in Science
Jobs in Education
Jobs in Social Work
Jobs in Technical Work
Jobs in Selling
Jobs in Clerical Work
Jobs in Engineering
Jobs in Mathematics
Jobs in Health
Jobs in Agriculture
Jobs in Art
Jobs in Publishing
Jobs in the Performing Arts
Jobs in Psychology
Jobs in Electronic Data Processing
Jobs in Professional Home Economics
Jobs in Building Construction Trades

The CIK and *The Occupational View Deck* are similar to the OEK, and use comparable devices to motivate and aid exploratory activities. While the cost of these kits is generally high, schools establishing a career resource room or center would do well to invest in one of them.

The Hoffman Career Modules, on the other hand, require very little work initially on the part of the student. There are 200 color filmstrips accompanied by two or three-minute audio-cassettes, each a capsule introduction to a specific occupation – e.g., cosmetologist, interior designer, dietitian, model, musician, home economist. Follow-up activities can, of course, be suggested by the teacher or counselor. *The Job Experience Kit*, on the other hand, provides a more tactile activity;

students not only find answers to questions on what the duties of a carpenter or plumber are, but are given introductory tasks dealing with mitred wood corners, or use of a wrench to join pieces of pipe. These "hands on" experiences allow them to examine their manual dexterity in twenty occupations:

accountant
appliance serviceperson
auto mechanic
beautician
carpenter
designer
draftsman
electronics technician
elementary school teacher
lawyer
librarian
medical technologist
motel manager
plumber
police officer
salesperson
secretary
truck driver
veterinarian
X-ray technician

Discovery is a set of eight filmstrips, accompanied by a student workbook called the *Career Log*, which should prove particularly effective with younger students in high school. Each filmstrip introduces five young people on a first-name basis, who are working in, or considering, different jobs or career fields. The audience is asked questions about what motivates the filmstrip characters and is invited to participate in games and exercises in the *Career Log*, involving:

- Expressing their opinions regarding types of motivation and job performance in the filmstrip
- Role-playing in imaginary situations also involving the fictional characters
- Performing sample tasks characteristic of the different jobs
- Commenting on statements made by the people in the filmstrip
- Giving advice to friends who want to change jobs
- Writing a letter of application for a job

and so on. The exercises are fun, the verbalization at a minimum, and the filmstrip characters are realistic. Moreover, this is a group game, simple to perform, and relatively inexpensive.

A more passive type of exploratory device is a computer-based information retrieval system, such as the five Computer Based Educational Opportunity Centers (CBEOC) used by CUNY to serve New York City residents. At present, counselees are limited to low-income high school graduates, early school leavers, college dropouts, adults, the physically disabled, and veterans. CBEOC is a clearinghouse of information on 600 post-high school institutions, such as two and four year colleges, trade and business schools, apprenticeship programs, manpower development agencies, adult education programs for veterans and the physically disabled, and civil service jobs. A telephone plugged into the central repository channels information on the printout sheet to indviduals who wish to know where to go for specific job training and for further education. Complete descriptions of educational institutions and programs are also furnished, including locations convenient to the client, financial aid and scholarship programs, total cost, and subjects offered. Clients who go on to register at a college, training school, or other facility are expected to report back within six months, and the feedback has been good. This computer service offers no testing, but it does suggest alternatives to particular programs for which training or education is inconvenient or unsuitable, and generally provides adjuncts to individual counseling, either with a CUNY counselor, a private vocational counseling agency, or counselors in alternative schools, evening schools, or adult centers.

School-Based Exploratory Activities

Direct learning experiences which begin to take place in the classroom are another kind of exploratory activity for career planning, and the guidance counselor can be involved with all of them. They fall into three types:

- Career Days – including recruitment of guest speakers
- Trips – to industrial and other work locations
- Humanistic Approaches – to exploration of the world of work

Career Days

Career Days require extensive planning, because they are generally held on school time and must not preempt the regular school day for students who are not scheduled to participate. A model Career Day program [16] would include juniors and seniors as those most likely to benefit from the program, because they are closer to the career decision point of graduation; and would involve various members of the school pupil-personnel team, such as:

- Guidance counselors
- Coordinator of student affairs
- Assistant Principals of the subject departments
- Faculty adviser of Arista (which supplies student guides for the speakers)
- Graphic arts teacher (to help with printing of forms and brochures)

Speakers can be recruited from the local community – the Rotary Club, the neighboring two-year or four-year college and friends and members of the faculty and student body.

Planning a meaningful career day includes:

- Programming students for guest speaker conferences in the areas of their choice
- Alerting teachers to administrative and motivational procedures
- Scheduling groups and guest speakers
- Distributing suggested lesson plans on occupational information
- Including forms for student-faculty feedback

Participants from the fields of accounting, advertising, banking, civil service, dentistry, journalism, modeling, nursing, photography, publishing, and teaching, among others may be included in a Career Day.

Career Fairs, such as the annual fair staged by the Center for Career and Occupational Education,[17] are most successful when students themselves demonstrate the skills and techniques they have learned in school, whether it is how to install burglar alrams or air conditioning, repair auto transmissions, publish a newspaper, design furniture, give a manicure, or assemble a plane.

Trips

Equally effective are tours of business and industrial plants and government organizations and agencies, where students can see various occupations in action. The Federal Reserve Bank and the New York Transit Authority are among those having standard tours. The Transit Authority visit includes the Subway Master Command Center. Many private companies either have standard tours or will make special arrangements for a group tour. For a listing of such organizations contact Open Doors, c/o the National Alliance of Businessmen, 380 Madison Ave., New York, N.Y. (573-9514).

Humanistic Classroom Approaches

Humanistic classroom approaches, such as using the want-ad columns, can lead to worthwhile group activities. After tabulating the ads by agencies and businesses, job titles most frequently mentioned, number and types of jobs for beginners, salary ranges and working conditions, the group can role-play a telephone contact for one of the ads, develop a form letter requesting an interview for the job, role-play the initial interview resulting from the letter, and then share experiences resulting from all these activities. Separating facts from myths in statements such as these will spark group discussions:

- All college graduates earn more over the course of a lifetime than do those who only graduated from high school.
- Members of minority groups should not be encouraged to enter the professions since so many professions are closed to them.
- Most men follow only one or two careers in a lifetime.
- A woman's place is in the home.

It is always a good idea to ask faculty members, paraprofessionals, parents, and friends about unusual occupations they have pursued, and to invite them to speak to the group about these occupations.

In addition, prospective graduate may be referred to the various NYSES offices for adults,[18] which can in turn refer them to training and placement opportunities.

Entry Level Jobs

Beginners may find that they cannot get a regular job for which they are applying because they lack experience. In such cases, it is advisable to apply before June for summer and vacation-relief positions to gain experience. The three most commonly used routes to entry-level jobs are:

Civil Service Examinations
United States Armed Forces
Union Apprenticeship Programs

The Joint High School Program of the New York State Employment Service (NSES), in cooperation with the Bureau of Educational and Vocational Guidance, has professional staff assigned to many New York City public high schools. The program is designed to provide employment assistance to in-school youth. These services include registration, counseling, and job referral. NYSES staff is stationed on school premises and offers these services throughout the school year.

Counselors interview seniors by appointment during their free periods, lunch period, or with teachers' permission during certain class periods. Students applying for part-time jobs are interviewed when they report to the employment office. Employment applications of all seniors upon graduation are routed to local offices of the NYSES, where service to the applicant is continued.

The primary objective of the program is to bridge the gap for the full-time, work-bound student between school and the world of work, and to place as many students seeking part-time employment as possible.

Civil Service Jobs

Counselors should inform students that civil service jobs (federal, state, and city) are filled according to the "merit system," some through written tests, and others through training and/or experience (including unpaid or voluntary work) as described in a personal qualifications statement. High school graduates can apply if they are over sixteen; otherwise the minimum age is eighteen. The government urges candidates to graduate from high school to be eligible for the best job opportunities. Announcements of vacancies and/or examinations are made by regional civil service offices. There are four of these in New York City, one each in the Bronx, Brooklyn, and Jamaica, plus the main office (which includes a Job Information Center) at 26 Federal Plaza in Manhattan (telephone 264-0422). There are even special job openings and tests for handicapped candidates: for example, the blind are provided with readers or with oral, rather than written tests; the deaf may have sign-language interpreters or be given written, rather than oral tests; the cerebral-palsied may be given extra testing time and examiners may mark the answer sheet according to the applicant's direction. People who meet the requirements for the job are placed on a list of "eligibles," and chances of appointment depend on how high the position on the list is, and how fast agencies fill jobs from the list. Salaries for trades positions are set in accord with the prevailing wages in the locality; and for clerical jobs, wages are set according to grades corresponding to the level of difficulty of the work. There are eighteen grades in the federal civil service and thirty-eight in the state. Automatic wage increases are given every year for the first three years, and then at intervals until the top rate for the grade is reached. One of the most desirable aspects of civil service jobs is the "fringe benefits" which add substantially to the salary. For example, the "fringe benefits" in the federal civil service include:

- *Vacation leave* – thirteen days a year for the first three years; twenty days a year for the next twelve years; twenty-six days a year after fifteen years (military service years are credited). Unused leave can be saved for future use.
- *Sick leave* – thirteen days a year. Unused leave can be saved for future use.
- *Compensation for injury* – payments plus medical care; death benefits.
- *Group life insurance* – minimum $10,000 for which the government pays one-third the premium cost.
- *Health benefits* – basic hospital and doctor coverage plus major medical protection for major illnesses; government contributes part of the premium cost.
- *Retirement* – government and employee contribute to a retirement fund which can pay more than one-half the salary at age 55.

The closest regional office of the New York State Department of Civil Service is located at the World Trade Center, Tower 2, Floor 55, New York 10048 (telephone: 488-4248). State Civil Service job applicants may obtain employment announcements and applications in person from this office, or by writing to the New York State Office Campus, Albany 12226. For positions in the Unified New York State Court System, applicants should contact the Staffing Services Unit, Room 1209, Office of Court Administration, 270 Broadway, Manhattan (telephone: 488-6508).

Students interested in New York City Civil Service employment should be directed to file applications at the Department of Personnel, 49 Thomas Street, New York 10013 (telephone: 566-8700). Written requests for applications must include a stamped, self-addressed envelope, to be received by the Department of Personnel at least five days before the application deadline.

Several city agencies recruit and hire their own personnel, including the Board of Education (teachers only), 65 Court Street, Brooklyn 11201 (telephone: 596-5030); and the New York City Transit Authority, 370 Jay Street, Brooklyn 11201 (telephone: 330-3000).

Opportunities in the Armed Services

With the advent of the all-volunteer army, each of the military services – Army, Navy, Air Force, Marine Corps, and Coast Guard – has its own recruiters to interview prospective enlistees (who now include women as well as men). While services differ in length of enlistment and specific opportunities for career training, all interview the candidates and administer a general knowledge-type qualification test (such as the ASDAR, used by the Air Force). A birth certificate (or other proof of citizenship) social security card; high school diploma, if granted; and a draft card if registered with Selective Service are four documents to present at enlistment. (Parental consent to enlist is required for all high school students who have not yet graduated.) Pay has been raised to meet the level in civilian employment as this (October 1977) scale shows:

GRADE	MONTHLY SALARY
E-1 during basic training	$397.50
E-2 after 4 months	443.10
E-3 after 1 year	460.20
E-4 after 27 months	478.50
E-5 after 42 months	498.00

Educational and work-study programs are offered by all the services, ranging from completion of requirements for a high school equivalency diploma to a baccalaureate degree and beyond. The five-year work-study college program enlistees are guaranteed their choice of a specific occupational training program, in writing, before they enlist for the four-year term. Army enlistees may choose from about 300 jobs, provided they qualify on tests given to determine the applicant's suitability. Skills required in civilian life or at a vocational school may put the applicant in line for E-3 pay upon enlistment and E-4 or E-5 pay after eight weeks of successful performance. Tables comparing military occupational fields with civilian jobs are available.

Apprenticeship Training

The attraction of apprenticeship training programs is two-fold – to learn a skilled trade and to earn while learning. There are about 300 apprenticeship programs in New York State, but they are not always easy to enter. A written agreement between the apprentice and the employer (or union) calls for 2,000 hours per year of on-the-job training for at least two years (many programs demand four, five, or six years), plus a minimum of 144 hours a year of classroom training in theory and job-related subjects. Under the New York State Labor Law, employer and employee groups called Joint Apprenticeship Committees (JAC) test, select, and enroll individuals as apprentices, and register them with the New York State Department of Labor, whose Apprentice Training Section supervises and evaluates the programs, and certifies completion of the training by issuing a certificate of completion. Each apprentice is paid forty to sixty percent of a journeyman's pay, with raises every six months until he is earning ninety percent. The career ladder open to apprentices is an inviting one – journeyman, skilled craftsman, job foreman, superintendent, contractor, trade instructor, business manager, top level official in industry.

Apprenticeable trades exist in several areas: building construction; printing; machine, tool, and metal; service and repair; other manufacturing industries. Individual programs have been set up for bricklaying; carpentry; electrical trades; plumbing; glazing; iron work; plastering; roofing; sheet metal work; wire, wood, and metal lathing; and many others. These programs vary in length and qualifications for entry:

- *Bricklaying:* 3-4 years of on-the-job training; age 17 to 21; one year of high school
- *Carpentry:* 4 years of on-the-job training; age 17 to 27; 2 years of high school
- *Electrical Trades:* 5 years of on-the-job training; high school graduation plus mathematics and science courses
- *Plumbing:* 5 years of on-the-job training; age 17 to 20; high school graduation

It is best to contact the unions for detailed information; the high school diploma can be a General Equivalency Diploma, unless otherwise stated. The New York State Department of Labor, the Joint Apprenticeship Program, and the New York State Employment Service all maintain information offices in New York City where applications can be picked up.

Labor Market Information for the Private Sector

Two publications offering labor market information concerning the private sector, which are easily available and comprehensible, are: *Pupil Personnel Services*, the bi-monthly publication of the Division of Pupil Personnel Services, New York State Education Department, and the *Occupational Outlook Handbook* (OOH), which is in most high school libraries. The OOH always includes the immediate and long-term employment opportunities in its job summations, and the Bureau of Labor Statistics of the U.S. Department of Labor issues both a quarterly edition, to bridge the gap from one year to the next, and a series of 152 Occupational Outlook Reprints of jobs in fields like Industrial, Service, Education, Construction, Science and Technology, Social Services, Art and Design. These may be ordered for twenty-five or thirty cents each. Here is a summary of current trends from a recent issue of a State Education Department publication.

1. If the upward trend in average educational levels continues, disadvantaged youths who do not complete high school are likely to be left still further behind in competition for jobs.
2. The next several years will witness a drop in the total demand for elementary and secondary school teachers. (This does not necessarily apply to positions in inner-city schools.)
3. Emphasis must be accorded to the removal of barriers to the employment of women.

4. If most new entrants to the labor force can present credentials indicating the completion of four years of high school, the status of the school dropout suffers by comparison, quite apart from the actual requirements of the job.

Some recent publications of the Bureau of Labor Statistics have obvious implications for guidance counselors. One is *Counseling for Careers into the 1980's*, by Herbert Bienstock. Statistical material reproduced therein led to these conclusions:

- The largest number of employment opportunities will continue to be in the service-producing industries, especially professional and technical.
- Lifetime earnings tend to rise with years of school completed.
- Young adults who were born during the post World War II "baby boom" will be moving into positions in the work force in the '70's. They will account for almost one-half of total labor force growth.

While counselors are peripherally aware of such trends, it is occasionally helpful to share information from charts, graphs, and tables with a student. For students planning to go to college, another useful Bureau of Labor Statistics publication, entitled *Some Facts Relating to Career Opportunities During the Next Decade: Implications for Post Secondary Education*, paints a rather hopeful statistical picture of the supply and demand congruence for college graduates, especially women, for the next decade.[19] It is not always easy to teach high school students how to interpret statistical data on job trends realistically, so even here counselors might employ some humanistic approaches. One such approach is a lesson plan produced by *Open Doors* (380 Madison Avenue, N.Y. 10017), entitled "Where Will the Jobs of Tomorrow Be?" In addition to line graphs with questions based upon them, there are six questions (with answers on the reverse side) on "What Happened to These Predictions?" to inject a note of caution against uncritical trend-guessing:

1. A hot-dog maker predicted that pizza would never be popular in New York.
2. In 1952 a fashion expert said that designs would be stable for the next twenty years.
3. An economist predicted that automation would take over many jobs. We would need more college graduates and fewer mechanics.
4. The Bureau of the Census said that the birthrate was bound to go up after 1966. Many more teachers and schools would be needed, and lots of baby food.
5. Sportswriters were certain that one record which would stand forever was Babe Ruth's total of lifetime home runs.
6. A group of young businessmen decided that plastics was the business of the future. They laughed at a friend who went back home to Maine to manufacture Franklin stoves.

Answers:

1. He went out of business last month.
2. First came miniskirts, then jeans, then pants suits.
3. He can't find anyone to fix his washing machine.
4. Teachers are in surplus. The baby food manufacturers have switched to pet food.
5. Somebody forgot to tell Henry Aaron.
6. The plastic plants closed because of high oil costs. Franklin stoves are the hottest items at Sears-Roebuck and Montgomery Ward.

In other words, employment trends, like other economic predictions, work on the assumption that nothing will drastically alter the economic growth rate. This does not take into realistic consideration the possibility that all things will not be equal, and does not acknowledge unusual changes caused by wars or major catastrophes. Future job opportunities depend on replacement of older and retired workers, but they also assume a steady rate of economic growth, both for the country as a whole and for particular industries.

Job Survival Skills

To students looking for their first job, the counselor may mention many job-hunting sources, in addition to the school placement office of the New York State Employment Service counselor:

- Employment agencies (public and private)
- Civil Service Commission offices (and the weekly newspapers, *The Civil Service Leader* and *The Chief*.)
- New York State Employment Service offices
- Union offices
- Armed forces recruitment stations
- Personnel offices of large companies

- Teachers, friends, relatives
- Want-ads in daily and Sunday newspapers

Young people are often frightened by the mechanics of job-hunting, even after they hear of a job, because there is always competition for any desirable job, part-time or full-time. They need instruction in how to:

- Write a letter of application
- Prepare a resume or personal data sheet
- Fill out an application
- Conduct themselves during a job interview
- Get a social security card
- Get a promotion

Tips and practice in doing these things are provided by more than one member of the school staff and more than once in the student's high school career; repetition reinforces learning. These procedures are sometimes part of a unit in English, or a business skills or distributive education course. The NYSES counselor tries to reach the school's target population (juniors and seniors) either by appointment or group talks, and excellent pamphlets are available on these specific skills.[20] Humanistic approaches lend themselves particularly well to role-playing situations such as these:

- *Job interviews:* Volunteers who role-play job interviews are told to be brash, timid, loud, frightened, overanxious, bragging, fearful. Roles of applicant and personnel manager (provided with a list of key questions frequently used during the employment interview) can then be reversed. Group evaluates chances of getting the job.
- *First day on the job:* Pairs of students role-play in encounters such as these:
    - The buyer of the department store criticizes the appearance of a stock clerk.
    - The mechanic wants the person hired to pump the gas to work faster.
    - The foreman expects the new person to know how to do something that was never explained or taught.
    - An older worker treats a newcomer like a baby because of the young person's age.
- *Group discussion:* Reaction to statements such as these:

> "I'm not paid to be friendly with the fellows I work with. They're a crummy lot, and I let them know it. I don't want to have anything to do with them. They know that too. I do the work that I'm supposed to do. That's all the boss wants, anyway."
>
> "I know you told me that this was a rush job. I know you told me it was an emergency, but I forgot! A fellow has a right to forget once in a while. I bet you forgot more than once when you were young."
>
> "You give them what they pay for. If he wants me to do a better job, he'd better raise my salary. Until then, this is all he'll get, and he'd better be satisfied. I could do worse – if I tried!"

A syllabus for a career communications course, plus three films or audio-tapes entitled *Alma in Jobsville, How to Get a Job*, and *Who Gets the Job?* have been developed by the Board of Education's Bureau for Speech Improvement. This course has been offered in some schools as a senior elective, with favorable results.

Job survival skills begin in every subject classroom; the more career possibilities the student sees in his high school subjects, the broader his range of occupational choice and the more motivated his learning. There are thus two "delivery systems" for teaching occupational choice and job-survival skills – the guidance staff and the classroom teacher. Curriculum infusion, indeed, is coming to be regarded as the vital core of all secondary level instruction, according to some vocational development educators. In the high schools of New York City, classrooms become a forum for career guidance in one of two ways: as a separate course or mini-course in career exploration, or as an integrated unit in subject class instruction. Some teachers use a "four plus one" plan, teaching subject content four days and reserving a fifth day for exploring career possibilities in art, business subjects, English, social studies, foreign languages, mathematics.[21] Other teachers incorporate career information into major subjects.[22] A third approach is a "roving team" of teachers in each department who visit classrooms with prepared lesson plans until they cover all classes in the department. Separate career development courses, utilizing a resource corner are still another approach.

Setting Up a High School Career Development Program

A good career program must bring together the three areas of self-discovery, the world of work, and job-survival skills (including understanding the relationship between subjects and careers). The guidance counselor serves as a coordinator, consultant, and demonstrator, as well as a counselor of groups and individuals. Classroom teachers and the community must also be involved in activities, such as trips, guest speeches, career days, career lessons in subject areas, work-study programs, and career resource rooms. Here are a few additional strategies which have proved successful in some schools:

- A careers course, using a variety of commercially developed materials, offered once a day; ultimately designed to reach all students in the school.
- A core project such as the school store, newspaper, play, followed through by further culminating activities.
- A school "employment agency" which would treat all monitorial tasks as jobs, advertised via want-ads, and applied for in the standard adult manner.
- Mini-courses in career skills within a given subject area – e.g., six-week courses in food preparation, fashion, and health careers within a home economics course.
- Career Mini-schools – already popular in drawing students to a school emphasizing music and art, performing arts, and other subjects. Each grade may be subdivided into three or four career groupings, each taught by a team of teachers who infuse a specific career approach into the major subjects.
- Career Clubs – sponsored by organizations such as the Explorers of the Boy Scouts, the Junior Engineering Technical Society (JETS) of the United Engineering Center, or Junior Achievement chapters which engage in business enterprises.

Whatever activities are held should not be isolated experiences, but rather planned, motivated, and purposeful career development learning.

Career Opportunities for Young Women

Progress in expanding career opportunities for young women was made with the passage of Title IX of the Education Amendments of 1972 prohibiting sex discrimination in federally assisted education programs. Regulations supplementing these amendments became effective July 21, 1975.

It is now official policy of the Board of Education to provide equal opportunity in its educational programs without regard to sex, and consequently the Chancellor's Advisory Commission to Promote Equal Opportunity and Eliminate Sex Discrimination was established on November 7, 1973 by a resolution of the Board of Edu-Education.[23] This commission reviews Board of Education policies, administrative practices, texts, and instructional programs to ensure equal opportunity. A few of the salutary changes, which were made recently in the New York City school system in order to break down sex stereotypes, include:

- Admission of females to Brooklyn Technical and Stuyvesant, formerly specialized high schools for boys only.
- Openings to males and females for vocational technical courses which were formerly segregated according to sex.
- Reorganization of physical education classes and athletic activities on a coeducational basis.[24]

Counselors are expected to be continuously alert to the changing values and attitudes in the society in which young people are growing up, and especially to the importance of broadening the area of career planning for young women. Counselors are called upon to assume leadership in programs to raise the consciousness of students and faculty, both male and female, to the realization that heretofore there has been widespread discrimination; and that it will be through joint efforts that equality will be achieved. No student should be restricted to stereotyped choices based on traditional male or female roles.

Job barriers according to sex are the result of cultural bias rather than biological characteristics or aptitudes. Many such barriers have already been broken down by women who are working as electronics technicians, chauffeurs, cab drivers, truck drivers, machinists, city planners, doctors, dentists, lawyers, computer programmers, construction supervisors, and engineers.

If present trends continue, there will be an increasing demand in the working world for women with education, training, and skill in professional and technical fields, as well as in white collar and service areas. Therefore, it is important to encourage high school young women to continue their education in order to be ready for a period of unprecedented freedom of opportunity for women workers.

Self-image, however, is still influenced to a large extent by society's expectation of traditional roles. Through career guidance and counseling programs, guidance counselors in the high schools have a unique opportunity to inform young women of broadening career opportunities for women, to raise and diversify their aspirations, to assist them in achieving a satisfactory identity both as women and as workers, and to help them break down past occupational stereotypes.

For current information about ways of widening career horizons, counselors may find it useful to contact some of the following organizations:

Women's Bureau
U.S. Department of Labor
Washington, D.C. 20210

Bureau of Apprenticeship & Training
Employment & Training Administration
U.S. Department of Labor
Washington, D.C. 20213

American Women's Medical Ass'n.
1740 Broadway
New York, N.Y. 10019

International Association of Personnel Women
405 Lexington Avenue
New York, N.Y. 10017

National Association of Women Lawyers
American Bar Center
1155 East 60th Street
Chicago, Illinois 60637

Society of Women Geographers
1216 Connecticut Avenue N.W.
Washington, D.C. 20036

Women's Council of the National
Association of Real Estate Boards
155 East Superior Street
Chicago, Illinois 60611

American Newspaper Women's Association
1607 22nd Street N.W.
Washington, D.C. 20008

American Society of Women Accountants
327 South La Salle Street
Chicago, Illinois 60604

Association of American Women Dentists
6115 LaVista Drive
Dallas, Texas 75214

National Association of Bank Women
60 East 42nd Street
New York, N.Y. 10017

National Council of Administrative Women
in Education
1201 16th Street N.W.
Washington, D.C. 20036

Society of Women Engineers
United Engineering Center
345 East 47th Street
New York, N.Y. 10017

Expanding Horizons of High School Young Women (See Title IX.)

- Toward ensuring their equal participation in the economic, social and cultural advantages of our society
- Toward increasing their consciousness to become aware of expanding horizons
- Toward gaining equal civic and political rights, and opportunity to participate on an equal basis in the occupational possibilities in our country
- Toward expanding their opportunities in non-traditional fields – breaking out of the secretary-teacher-nurse syndrome
- Toward promoting their participation in political processes, voting, running for office
- Toward encouraging them to aim for higher education and professions

Sources of Career Guidance Information for Counselors

The Division of Educational Planning and Support, through its Center for Career and Occupational Education, has numerous resources available. For the latest information, call 858-6940. This Bureau offers the services of a Coordinator of Occupational Guidance Programs, who visits schools upon request to demonstrate multimedia learning aids; contacts business and industry for tours and speakers; helps plan career days; and generally assists in developing innovative programs for career guidance, including organizing and leading staff-training sessions. In addition, there is a Coordinator of the BEVG Resource Center, which maintains an up-to-date, comprehensive collection of materials, including:

- Films and filmstrips
- Interest and aptitude tests and inventories
- A library of professional books on counseling, guidance, and occupational information

- Current and past issues of relevant professional journals
- Sets of college catalogues
- Curriculum guides in all subjects
- Films and filmstrips on occupations, with desk top viewers and projectors
- Career information kits and instructional and simulation games
- Humanistic motivational material, in book and other forms
- Pamphlets on a great variety of occupations, including civil service and military careers [25]

An eleven-page alphabetical listing of over 300 commercial and professional sources of free career information materials will be mailed upon request. All materials are free, and audio-visual aids can usually be scheduled on loan within a two-week waiting period.

The Bureau of Labor Statistics of the U.S. Department of Labor (New York office – 1515 Broadway, New York, N.Y. 10038) will place counselors upon its mailing list, upon request. Their publications – *Monthly Labor Review, OOH Quarterly, Occupational Outlook Reprints, Area Wage Survey,* and others – are an invaluable source of facts and statistical data. Most are obtainable free of charge or at nominal cost.

Counselors, like other professional workers, receive many publishers' notices, flyers, and newsletters, and it is difficult to find time to explore these printed materials. Thus, it should be noted that three newsletters, outstanding in presenting information of practical value in career counseling, should be read with care:

- *BEVG Memorandum* – which includes notices of meetings, seminars, new materials, innovative programs, and services offered by organizations and industry in New York City.
- *Career Guidance Newsletter* – a BEVG publication collating all current information, activities, and practices in career guidance in New York City.
- *FEGS Newsletter* – a publication of The Federation Employment and Guidance Service; lists openings and trends in the local job market.

There are numerous magazines and periodicals in the career guidance field which come to the attention of counselors. The American Personnel and Guidance Association (APGA) publishes the monthly *Personnel and Guidance Journal. Today's Education* is the monthly journal of the National Education Association. Both are likely to feature at least one article in each issue on career education. In addition, whichever division of the APGA (e.g., counseling, vocational education) one chooses to affiliate with sends its own magazine. Especially useful are *The School Counselor*, official publication of the American School Counselor Association, and the *Guidance Quarterly*, of the National Vocational Guidance Association. An innovative digest of career guidance practices is *Impact*, produced by ERIC (Educational Resources Information Center – central index for educational materials). Published by the Counseling and Personnel Services Center at the University of Michigan, the magazine features experimental pilot projects, plays, models for career education, accounts of counseling interviews and program designs.

Many commercial firms and industries publish free pamphlets as part of their recruitment practices, with titles such as *A Baker Is . . ., Careers in Property and Liability Insurance, Careers in Consumer Credit, Can I Be a Draftsman?* General Motors Corporation and General Electric Company each publish several such readable pamphlets, which they will send in quantity. The United Business Schools Association, 1730 M Street, N.W., Washington, D.C. 20038, publishes *Your Careers as a Secretary*. CUNY, especially the career-oriented two-year colleges, will send pamphlets such as *Plastics Are Part of the Future*. Pamphlets are also published by insurance companies, the U.S. Civil Service Commission, VISTA, the Peace Corps, and NYSES (which has a list of entry jobs in the New York City civil service). Examine pamphlets' reading levels before ordering a set. For counselor use, the *Handbook of Job Facts*, a Science Research Association description of over 300 jobs, is invaluable. For students' use, *What to Do After High School* by Charles G. Spiegler, also published by Science Research Associates, is particularly well written.

The *Career and Vocational School Guide* by Clarence E. Lovejoy (New York: Simon and Shuster) is helpful in selecting a trade or technical school. The *Counselor's Information Service*, a quarterly published by the B'Nai Brith Vocational Service provides an annotated bibliography.

Coordinators at the BEVG report very popular audience feedback for these films:

- *Careers in Emergency Medicine* – a film which explores the wide variety of career possibilities in related medical assistance fields. Teamwork and modern technological skills are highlighted.
- *Walter* – a film in which the audience shares a day in the life of a paraplegic black student

who has learned to cope with his environment and accept himself as he is.

- *Women's Prejudice Film* – This film gives an overview of all the different prejudices people have towards women's roles in the world of work.
- *The Covenant* – This film explores the role of the veterinarian in agriculture, pet care, zoo medicine, research, public health and military medicine.

The first three are available from the BEVG Resource Center, and the fourth from the Coordinator of Agricultural Career Education.

NOTES

1. For an excellent account of many successful programs which were funded, see *Career Guidance in New York City High Schools*, an interim report, 1973/1974 (New York City: Board of Education, Bureau of Educational and Vocational Guidance, 1974.)

2. From Norman C. Gysbers, "Life Career Development: A New Focus," *Proceedings-Vocational Guidance Association Conference*, May 1973.

3. Stephen M. Joseph (ed.), *The Me Nobody Knows* (New York: Avon Books, 1970.)

4. Taken from *Helping Students in Career Development*, manual used in training counselors and others in human relations and humanistic approaches. (New York City: Board of Education, Bureau of Educational and Vocational Guidance, 1974)

5. See *Career Guidance Programs in New York Ctiy High Schools*, (New York City: Board of Education, Bureau of Educational and Vocational Guidance, 1974), pp. 52-57.

6. See Sidney B. Simon et al., *Values Clarification*, p. 19.

7. An excellent example of the chain reaction which results from making decisions, not making decisions, and decisions made in crisis is "Pete's Day" in *Decisions and Outcomes*, (Princeton, N.J.: College Entrance Examination Board, 1973), pp. 15-16.

8. Tests generally indicate that they require no more than a sixth grade reading level; some career area surveys, however, use vocabulary unfamiliar to many high school students and call for some advance preparation in vocabulary and terminology.

9. Summaries taken from *Interest Inventories and Aptitude Tests, Secondary Level,*, compiled by the Bureau of Educational and Vocational Guidance. Also contains prices and the names of company representatives. Free copies may be requested from BEVG, Room 424, 110 Livingston Street, Brooklyn, 11201.

10. This test's job "clusters" are those used by the U.S. Department of Labor.

11. See *New York City Organizations and Programs Relating to the World of Work*, pamphlet published by Open Doors, 380 Madison Avenue, New York, N.Y. 10017. Free on request.

12. See *Directory of Adult Education in New York City* (New York City: Board of Education, Bureau of Educational and Vocational Guidance, annual.)

13. Send for kit entitled *How to Choose a Vocational School* from the Federal Trade Commission, Federal Building, 26 Federal Plaza, New York 10007.

14. Some interest inventories, such as OVIS, key their interest and activities questions to the occupational areas and temperament traits of the DOT.

15. All counselors should get on the mailing list for these publications by writing to: Bureau of Labor Statistics, U.S. Dept. of Labor, Washington, D.C. 20112.

16. Based on the account of a Career Day held at Benjamin Cardozo High School, Feb. 26, 1974.

17. For a description of such a fair, held at Kings Plaza, see "Kids Have Flair for Career Fair," *Learning in New York*, March 1974, p. 18.

18. These are for 1) Professional and Technical Occupations, 2) Nursing and Medicaid, 3) Commercial, 4) Sales and Merchandising, 5) Hotel and Restaurant, 6) Shipyard, 7) Apparel, 8) Industrial.

19. Presented by Jesse Benjamin, Chief of Program Research, Bureau of Labor Statistics, to a counselor seminar sponsored by the New York City Personnel and Guidance Association jointly with Eastern Colleges Personnel Officers (ECPO), Oct. 17. 1974. Such courses enable counselors to update their job outlook information from time to time.

20. See *How to Get and Hold the Right Job*, published by the New York State Employment Service, and *Making the Most of Your Job Interview*, published by New York Life Insurance Company.

21. A chart of high school subjects with related occupations can be supplied by the Bureau of Educational and Vocational Guidance, Room 424, 110 Livingston Street, Brooklyn, 11201.

22. *Career Guidance Programs in New York City High Schools*, p. 27 ff. The other programs mentioned in this account are taken from descriptions in this booklet.

23. See *Special Circular No. 67, 1974-75* (New York City: Board of Education, March 17, 1975.)

24. *Information Relative to Title IX Regulations Prohibiting Sex Discrimination in Health, Physical Education and Athletics.* See *Special Circular No. 37, 1975-76.*

25. See *Career Guidance Programs in New York City*, pp. 84-92, for a complete listing.

chapter 10

Rights and responsibilities of high school students

STUDENT EXPRESSION

Open communication and interchange of opinion are vital to mutual understanding. Much of the framework for student rights and responsibilities deals with protecting, encouraging, yet appropriately limiting, student expression. On the citywide level, each high school sends two representatives from its student government to a monthly meeting of a citywide Advisory Council with the Chancellor: students participate along with representatives of parents' groups, the United Federation of Teachers (UFT), and the Council of Supervisory Associations (CSA).

To further open communication on students' problems, each high school has a Coordinator of Student Affairs. While largely involved with extra-curricular student affairs, the Coordinator should be considered part of the extended pupil-personnel team. He or she is in a position to know students – especially student leaders – more intimately than teachers. When tensions between different racial or ethnic groups exist in a high school, the coordinator may know the students who are likely to act violently and, in consultation with counselors, may enable the school to head off a confrontation. There is also a Coordinator of Student Affairs at the Central Board.

RIGHTS AND RESPONSIBILITIES

Guidelines for student expression are part of the rights outlined in the pamphlet, *Rights and Responsibilities of High School Students.* [1] Guidance counselors will find this document helpful in guiding students to understand the "necessity for school rules and (their own) adherence to them" [2] The statements on students' rights deal principally with:

- Establishing elective and representative student governments
- Setting up a parent-faculty-student consultative council
- Reaffirming the freedoms and obligations of official school publications
- Spelling out students' rights of free speech, expression, and assembly
- Prohibiting the enforcement of codes for student dress
- Reaffirming previously stated rules on suspension hearings

The pamphlet also contains a statement of student responsibilities. They are to:

- be accountable for their individual actions, whether they act as individuals or as part of a group
- cooperate with other students and staff to promote the well-being, safety and security of the school community

- be sensitive to individuals and groups present in a school, and respect the inherent dignity of all of these
- recognize the obligation in free speech to avoid obscenity, defamation, racism, and denigration of fellow human beings
- reach out to other students and to the staff in order to build bridges of understanding among people of different races, religions, sexes and social classes
- abide by the rules of the school while using legal means to influence changes in these rules, if they are judged to be ineffective or unwise
- inform parents of their school records, their progress in school, and social events
- think ahead to career and educational goals; to plan, in consultation with appropriate school staff, the programs and activities which will help advance these objectives; and to make every effort to benefit from the educational opportunities available in the school
- participate in student government and to offer suggestions for improving the school
- protect school property and respect the property of others, both private and public

This statement of rights and responsibilities is considered a bill of rights for high school students.

CONTROVERSIAL AREAS

Controversy can occur over how general principles are translated into particular decisions on students' rights. Equitable decisions are the result of balancing competing principles. The right of the majority to a safe, constructive learning environment must be balanced with an individual student's rights; and the function of school authorities *in loco parentis* must be balanced with the need of young people to have rights which accord with those of adults as far as may be commensurate with their understanding and maturity.

Students have the right to appeal decisions to the High School Division, the Chancellor, and the City Board of Education. Where constitutional or other specific legal issues are involved, a court decision is also an alternative.

In court cases, schools have argued the "reasonableness" of their actions or decisions. The courts have upheld student rights when school regulations were deemed to be unreasonable, arbitrary, too broad, or unclear, or when school authorities acted in an immoderate manner.

When actions of students materially or substantially interfered with the educational processes, the courts have upheld the school authorities. Common areas of controversy are: free speech, free press, personal appearance, and search and seizure.

FREE SPEECH

The landmark Supreme Court decision in regard to freedom of speech and expression for students is *Tinker v. Des Moines Independent Community School District*, 393, U.S. 503, 1969, in which the Supreme Court upheld the right of students to wear anti-Vietnam-war black armbands to school in spite of a principal's ruling to the contrary. The First Amendment right to freedom of speech and expression thus is extended to "symbolic speech," i.e., buttons, armbands, and other insignia.

Rulings by the Office of the Chancellor on student appeals have established that the speeches of candidates running for office in student government are to be judged only in the narrowest sense for violation of standards relating to libel, obscenity, defamation of character, and, advocacy of racial or religious prejudice.

FREE PRESS

Clearly related to free speech is the freedom of expression guaranteed in official school publications. Here too, the Board of Education and the Chancellor have ruled that the only impermissible items are those which are libelous, defamatory, obscene, or prejudiced. However, they do not equate censorship with preview or "prior review" by the principal. Since official school publications are supported by public funds, the Chancellor has ruled that the responsibility to determine whether specific material has exceeded the standards of responsible journalism rests with the principal.[3] However, decisions of the publication's faculty adviser and the principal may be appealed to the Chancellor and the Board of Education in regard to items which:

- Reflect opinions of a minority within the school
- Criticize the school system or its administration
- Reflect controversial views on political and social issues
- Raise special issues
- Are inaccurate and mistaken
- Seem distorted to the principal or the faculty

Unofficial publications of outside organizations which students wish to distribute in school are subject to the stipulation that such distribution does not substantially disrupt school activities, and that rules are set up concerning the time, place, and manner of distribution. Commercial materials may not be distributed. Materials may not be obscene, libelous, defamatory, or prejudiced. Here, too, an appeal is permitted from principals' rules, and no prior review is permitted.

PERSONAL APPEARANCE

The New York State Education Commissioner has ruled against any code of student dress, even if approved by a majority of the students. The only limitation is on dress which is "clearly dangerous or is so distractive as to interfere with the learning process." [4] A good deal of leeway in interpretation is permitted here, both by administrative and court decision. The Commissioner exempted clothing worn in physical education classes, and prohibited the wearing of hats in class (except for headdress worn for religious reasons).

SEARCH AND SEIZURE

The Fourth Amendment to the Federal Constitution holds law enforcement officers to a rigid standard of "reasonable" search and seizure, based on "probable cause" in regard to persons, their houses, papers, and effects. The enforcement of this amendment has been enhanced by the exclusion of evidence obtained in violation of these standards. In today's high schools, searches of student lockers for drugs, weapons, stolen goods, and the like have occurred. The courts have generally decided [5] that such searches and seizures, either by the principal or a staff member or dean acting in that capacity, may be made. They reason that because the schools have a relationship to the students similar to a parent-child relationship *(in loco parentis)*, they are not only justified, but obliged, to protect the students in their charge; even if this involves a lower standard of reasonableness than is called for by the Fourth Amendment.

In conducting a search of a student, the "reasonableness" of the search is more strictly interpreted, and the method of search must provide a "reasonable degree of privacy and consideration for the dignity of the individual." [6]

SUSPENSION

Since the goal of all disciplinary rules is to establish self-discipline, one of the important functions of guidance counselors is to bring about changes in students' attitudes and behaviors. In the school's ladder of disciplinary referrals, the dean and the guidance counselor maintain a close working relationship. "When disruptive behavior is persistent and indicates underlying personal problems," [7] a teacher or dean will refer the student to the guidance counselor, who will explore all possible avenues in helping the student make a satisfactory adjustment. If the problems remain unresolved, the student may be involved in suspension proceedings.

Suspensions may occur for two reasons. One is that the student's behavior "prevents the orderly operation of the class or other activities." [8] Such cases require that:

- All possible alternatives be explored before suspension is considered.
- Measures taken by counselors, administrators, and teachers to help the student (including communication with parents) be recorded.
- A presuspension guidance conference be held by the principal (or a delegated authority) with parents, teachers, and guidance counselors present.

The other reason for suspension is that a student "presents a clear and present danger of physical injury to other students or school personnel." [9] In such cases there may or may not have been previous records and/or remedial measures taken. The carrying of weapons falls into this category and may be, in and of itself, grounds for suspension and possible criminal prosecution. [10]

All suspensions require that:

- Suspension hearings be supportive in approach and considered a part of the ongoing guidance process of planning educationally for the child.
- Parents be notified by certified mail – and telephone or telegram if possible – of the reasons for the suspension on the day of suspension.
- A hearing be scheduled within the five-day limit of any principal's suspension, during which parents discuss the charges, question complaints, and to which parents may bring two advisors.
- No pupil be suspended more than twice during the school year, and not consecutively.

Suspensions referred to and ordered by the Borough Superintendent require that:

- A hearing be scheduled within five days
- A decision be rendered as soon as possible

- Parents be informed of appeal procedures and of their right to be represented by counsel

The culminating purpose of all suspensions is to plan educationally for the child by taking one or more of these measures:

- Reinstatement in the same high school
- Transfer to another high school
- Referral for placement in a Special School for the Emotionally Handicapped
- Referral for testing and psychological study by the Bureau of Child Guidance or an outside professional agency
- Referral for voluntary placement in a residential educational institution

Opportunity must be afforded for appeal to the Chancellor, the Board of Education, the State Commissioner of Education, and the courts.

CHILD ABUSE

The counselor's duty in reporting cases of child abuse and maltreatment is clear; it is outlined in Special Circular No. 31, 1973-74 (New York City: Board of Education, Oct. 26, 1973), entitled *Reports of Evidence of Child Abuse and Maltreatment*. (The instructions apply equally to all members of the school staff and to other medical or educational institutions.) In fact, any person failing to report such a case is liable both under criminal law (Class A misdemeanor-maximum penalty one year) and civil law (for the damages caused by such failure to report). The reporting procedure is two-fold:

- An oral report by telephone immediately to the New York City Central Registry of Child Abuse (431-4680)
- A written report (Form DSS-22-21A) to be forwarded within 48 hours to the same organization at 241 Church Street, New York, N.Y. 10013. This may be accompanied by photographs or X-rays which counselors have caused to be taken.

Persons or institutions acting in good faith in making a report, causing photographs or X-rays to be taken, or removing or keeping a child as provided in The Child Protective Services Act of 1973 are granted immunity from liability for such actions.

The definitions of child abuse and maltreatment have been broadened. Abused child now means a child under sixteen whose parents or guardians have inflicted or allowed to be inflicted "physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health, or protracted loss or impairment of the functions of any bodily organ," or have allowed a risk of such injury. Committing sex offenses, or allowing them to be committed, against the child is also included in this definition.

A maltreated child is defined broadly to include any child, under 19 years, whose physical, mental, or emotional condition has been impaired, or is in imminent danger of being impaired, as a result of the failure of the parent or guardian to supply adequate care (regarding food; clothing; shelter; education; medical, dental, optometrical, surgical attention); or because of lack of supervision which results in corporal punishment, drug or alcohol use, or a state of substantially diminished psychological or intellectual functioning.

What the circular does not spell out, of course, is the solution to such problems. A foster home? An institution? A return to the home on probation? Counseling for parents?

Since counselors, as well as other citizens, are fully aware of the lack of proper residential institutional facilities for abused, neglected, wayward, or delinquent children, they are aware that their role is principally a reporting one. Occasionally, however, with the cooperation of a social agency or the Bureau of Child Guidance social worker in the school, the counselor may be able to place the youngster in some kind of halfway-house or group-home arrangement.

The guidance counselor may also be involved with many children whose underlying problem is simply the deprivation of love and emotional security.

FAMILY LAW

High school counselors, in dealing with situations involving the rights of students, may often become involved with the much larger area of the legal rights of students vis-a-vis their families.[11] Today's students are raising questions (or hearing them raised by child advocacy organizations), such as:

- Should parents have a right to children's earnings?
- Should children have the legal right to obtain their own medical treatment, without the knowledge and consent of their parents?
- To what extent should parents be allowed to direct the activities of their children?

- How much education should parents be required to provide for their children?
- At what age and under what circumstances may a child live on his or her own and make independent decisions?

Civil "Family Law" also deals with custody and divorce cases, and must take into consideration the structure of the family – unified, separated, cohabiting – in determining the rights of children.

Children attempting to direct their own lives as adults may come to a counselor for advice on health care, applying for financial aid for college, or many other problems related to their ambiguous status. Counselors should be aware of changes in the law and of what supportive services are available for such young people.

NOTES

1. This pamphlet is distributed annually to students at the beginning of the school year. It is based on *Statement of Rights and Responsibilities of Senior High School Students*, Special Circular No. 104, 1969-70 (New York City: Board of Education, June 30, 1970).

2. *Pupil Behavior and Discipline*, Special Circular No. 76, 1976-1977).

3. See letter dated September 8, 1972, to all Coordinators of Student Affairs and Advisers of Publications *Re: Five Decisions Affecting Students' Rights in Speech and Publications.*

4. Special Circular No. 104, 1969-1970.

5. People of the State of New York v. Scott D., 34 N.Y., 2nd 483, and People of the State of New York v. Overton, 24 N.Y. 2d 522.

6. *Supplement to Memorandum No. 4, Restatement of Policy Regarding Students Who Carry Weapons*, issued by the Chancellor, New York City Board of Education, March 9, 1978.

7. Special Circular No. 76, 1976-1977.

8. *Pupil Suspension* Special Circular No. 103, 1969-1970 (New York City: Board of Education, June 24, 1970).

9. Special Circular No. 103, 1969-1970.

10. *Memorandum No. 4, Restatement of Policy Regarding Students Who Carry Weapons.* New York City Board of Education, January 13, 1978.

11. An excellent compendium of approaches to civil and criminal law in regard to minors is *Youth and the Law*, available from Open Doors, 380 Madison Avenue, New York, N.Y. 10017.

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